



Middle School Summer Reading Program

Dear Students and Parents,

Summer provides opportunities for students and their families to enjoy unforgettable books together. One of the objectives in middle school English language arts is to encourage students to love reading. We believe that reading is essential to learning and becoming a well-rounded person.

Each middle school student is required to read at least **two books over the summer**. For sixth grade, the two specific books are *The Secret Garden* and *Old Yeller*. For seventh grade, the two books are *Hatchet* and *The Pearl*. For eighth grade, the books are *The Hound of the Baskervilles* and *White Fang*. When each book is completed, the student will fill out a reading log, which will include the book title, author, number of pages, parent signature, and date the book was completed. All students will type an essay using MLA format. Suggested documents are included.

Sixth Grade: Each student will be required to both read *Old Yeller* and watch the movie. The student will then type a three-paragraph comparison essay. In the first paragraph, the student should tell how the movie and book are similar. In the second paragraph, the student should explain how the movie and book are different. Finally, in the third paragraph, the student should explain which he/she liked better and why. **This essay will be due the first day of school in August.** There is no written assignment for *The Secret Garden*, except reading logs and *Accelerated Reader* (AR) quizzes. During the first week of school, students will take AR quizzes over both *Old Yeller* and *The Secret Garden*.

Seventh Grade: On the first day of school, each student will turn in a typed five-paragraph essay over *Hatchet* that should cover the following: **What are the most important lessons Brian learns about the natural world? How does his time in the wilderness affect his attitude toward the land?** Your essay must include an introduction, three body paragraphs, and a conclusion. Be sure to cite text evidence. During the first week of school, students will take AR quizzes over both *Hatchet* and *The Pearl*.

Eighth Grade: On the first day of school, each student will turn in a typed five-paragraph essay over *The Hound of the Baskervilles*. Your essay should cover the following: **Explain the themes of reality and superstition as they relate to this novel. Take into account the story of the Baskerville hound and how different people react to the events around them. Consider who reacts most viscerally to the idea that the hound is supernatural and who believes most firmly that the hound is not.** Your essay must include an introduction, three body paragraphs, and a conclusion. Be sure to cite text evidence. During the first week of school, students will take AR quizzes over both *The Hound of the Baskervilles* and *White Fang*.

Everyone: For all middle school students who want to go beyond the minimum two-book requirement, we recommend reading **an additional three books** from the attached book list, bringing the total to five books read this summer. No written work will be required over these three books; however, you will be required to take AR quizzes when you return to school in August. If students read a total of five books this summer, they will not only enrich their educational and literary experience, but they will also be rewarded by the English department.

We look forward to having you at our school and in our classes in August. Enjoy the summer and happy reading.



High School Summer Reading Program

Parents and Guardians: academic *and secular* success depends upon gaining a mastery of the English language (our language); independent reading enhances this skill. Thus, we have selected grade-appropriate classical titles for the summer reading program. We encourage you to read along with your students.

Assignment: each student must write an essay responding to the prompts that are provided for each reading assignment. Essays (50 points) must be written in MLA format: refer to <https://owl.english.purdue.edu/> for assistance. A Close Reading exam (50 points) will be administered also: **both the essay and the exam are due the first day of school.** Note: **plagiarism** is stealing someone else's work and claiming it as your own (copy and pasting). Students plagiarizing **will receive a zero** (be advised: all essays are submitted to an electronic originality checker). Parents, please encourage your child to write their own original essay.

9th Grade

- *The House on Mango Street* by Sandra Cisneros

<http://www.nlcphs.org/SummerReadings/Freshmen/HouseOnMango.pdf>

Part I (50 points): Compose a 300 word essay that defines feminism through the main character's eyes. Cite at least three examples that impacted Esperanza's viewpoint. Format your essay to MLA, including a Works Cited page. Your essay is due first day of class.

<https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class.**

10th Grade

- *Things Fall Apart* by Chinua Achebe

<http://1-adam-mekler.com/things-fall-apart.pdf>

Part I (50 points): Compose a 350 word essay that examines Okonkwo as a classical hero, and identify his tragic flaw. Trace how his shortcomings led to his personal tragedy. Essays are due **first day of class.** Format essays to MLA, include a Works Cited page.

<https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class.**

11th Grade

- *The Scarlet Letter* by Nathaniel Hawthorne

http://www.planetpublish.com/wp-content/uploads/2011/11/The_Scarlet_Letter_T.pdf

Part I (50 points): Compose a 400 word essay that portrays Dimmesdale as a “deadbeat dad”. Include Hawthorne’s resolution of the dilemma. Essays are due the **first day of class** (no exceptions). Format essays to MLA, include a Works Cited page.

<https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class**.

12th Grade

- *Frankenstein* by Mary Shelly

<http://www.planetebook.com/ebooks/Frankenstein.pdf>

Part I (50 points): Compose a 500 word essay that analyzes the two points of view (POV) in the novel: 1) Frankenstein’s, and 2) his creation. Include the resolution of these viewpoints.

Essays are due the **first day of class** (no exceptions). Format essays to MLA, include a Works Cited page. <https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class**.

ESSAY WRITING RUBRIC: 6-12

SCORE	* THESIS * MAIN IDEA 25 points	*CITATION / SOURCES 35 points	*ORGANIZATION * WORD CHOICE 15 points	* SYNTAX 10 points	*WORD COUNT 15 points
93-100 A EXCELLENT	1) Clearly stated, with no ambiguity 2) Answers the prompt with a declarative statement 3) Topic sentences used effectively	1) Student responds to prompt directly 2) Argument thoroughly developed, logical 3) Specific textual details supporting claim	1) Highly organized, sequential using correct format 2) Word choice grade appropriate, reinforces claims	1) Active voice syntax lends to the response 2) no more than 1-2 errors	1) Essay achieves word count without redundancy. 2) readability does not suffer
85-92 B GOOD	1) Position less clear and distracting 2) Answers the prompt with less certainty 3) Topic sentence off topic somewhat	1) Student responds to prompt indirectly 2) Argument a bit underdeveloped 3) Details less specific but support claim	1) Well organized response in correct format 2) Weak word but supports claims	1) Syntax is passive 2) no more than 2-3 errors	1) Essay struggles to achieve word count; some redundancy. 2) readability begins to suffer
75-84 C FAIR	1) Position is superficial, often vague causing confusion 2) Weak or textbook answer to the prompt 3) Poor use of topic sentences	1) Student vaguely alludes to prompt 2) Argument is weak, vague 3) Details are abrupt and used incorrectly, doesn't support claim	1) Unorganized but somewhat structured 2) Word choice is below grade expectations and vague, employs colloquialisms, biases	1) Syntax is simple or often skewed 2) numerous errors causing distraction	1) Essay lacks word count significantly. 2) Readability suffers from redundancy.
67-74 D: NEEDS IMPROVEMENT	1) Position is superficial, often vague causing confusion 2) Weak or textbook answer to the prompt 3) Lack of topic	1) Student vaguely alludes to prompt 2) Lack of an argument 3) Details are abrupt and used incorrectly, doesn't support claim	1) Unorganized; structured 2) Word choice is vague, employs colloquialisms, and often biased	1) Syntax is confusing 2) Readability suffers or is halting 3) Lack of grammar usage	1) Essay incomplete due to insufficient word count. 2) Un-readable due to lack of development

Middle School Summer Reading Book List

Required Reading for Grade 6

Old Yeller by Fred Gipson

The Secret Garden by Frances Hodgson Burnett

Required Reading for Grade 7

Hatchet by Gary Paulsen

The Pearl by John Steinbeck

Required Reading for Grade 8

The Hound of the Baskervilles by Sir Arthur Conan Doyle

White Fang by Jack London

Additional Book Options

Note: Students may read other books by the authors listed above or any other books of interest.

Alcott, Louisa	<i>May Little Women</i>
Armstrong,	<i>William Souder</i>
Beatty, Patricia	<i>Turn Homeward, Hannalee</i>
Burnett, Francis	<i>Little Lord Fauntleroy</i>
Carroll, Lewis	<i>Alice's Adventure in Wonderland</i>
Carson, Ben	<i>Gifted Hands: The Ben Carson Story</i>
Cleaver, Vera and Bill	<i>Where the Lilies Bloom</i>
Dahl, Roald	<i>James and the Giant Peach</i>
Elliot, Elizabeth	<i>Through Gates of Splendor</i>
Evans, Richard	<i>The Christmas Box</i>
Gibson, William	<i>Miracle Worker</i>
Grahame, Kenneth	<i>Wind in the Willows</i>
Hamilton, Virginia	<i>House of Dies Drear</i>
Hautizig, Esther	<i>The Endless Steppe</i>
Herriot, James	<i>All Things Bright and Beautiful</i>
Hunt, Irene	<i>Across Five Aprils</i>
Hurnard, Hannah	<i>Hind's Feet on High Places</i>
Keith, Harold	<i>Rifles for Watie</i>
Keller, Helen	<i>Story of My Live</i>
Kipling, Rudyard	<i>The Jungle Book</i>
LaHaye and Jenkins	<i>Left Behind: The Kids</i>
Lawhead, Stephen	<i>Arthur, Merlin, Taliesin</i>
Lewis, C. S.	<i>Prince Caspian</i>

London, Jack	<i>The Call of the Wild</i>
London, Margaret	<i>Anna and the King of Siam</i>
Lowry, Lois	<i>Number the Stars</i>
Montgomery, L. M.	<i>Anne of Green Gables (series)</i>
North, Sterling	<i>Rascal</i>
O'Dell, Scott	<i>Zia</i>
Orczy, Baroness Emma	<i>The Scarlet Pimpernel</i>
Paterson, Katherine	<i>Jacob, Have I Loved, Bridge to Terabithia</i>
Patton, Francis Gray	<i>Good Morning, Miss Dove</i>
Paulsen, Gary	<i>Hatchet</i>
Porter, Sydney	<i>A Girl of the Limberlost</i>
Raskin, Ellen	<i>Westing Game</i>
Rawlings, Marjorie	<i>The Yearling</i>
Sewell, Anna	<i>Black Beauty</i>
St. John, Patricia	<i>Treasures of the Snow</i>
Steer, Roger	<i>George Muller</i>
Stevenson, Robert	<i>Treasure Island</i>
Tolkien, J. R. R.	<i>The Hobbit</i>
Travers, P. L.	<i>Mary Poppins</i>
Verne, Jules	<i>Twenty Thousand Leagues under the Sea</i>
Washington, Booker T.	<i>Up from Slavery</i>
Wyss, Johann	<i>Swiss Family Robinson</i>

General Guidelines

1. Type your paper on a computer and print it out on standard white 8.5x11-inch paper.
2. Double-space the text of your paper, and use a legible font (Times New Roman). The font size should be 12 pt.
3. Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor)
4. Set the margins of your document to 1 inch on all sides.
5. Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
6. Use italics throughout your essay for the titles of the novel.
7. Your heading should be as follows:
 - Your Name
 - Your Teacher's/Instructor's Name
 - Subject (English Language Arts 6, 7, or 8; English I, II, III, or IV)
 - Date
8. Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.

WRITING TIPS, IF NEEDED

Make sure you include in your introduction

- Title
- Author
- Genre
- Publisher and date of publication
- Setting (time and place)
- Main characters (describe them, don't just name them)
- Thesis (must cover three major points of three body paragraphs)

Each body paragraph (I, II, III) must have

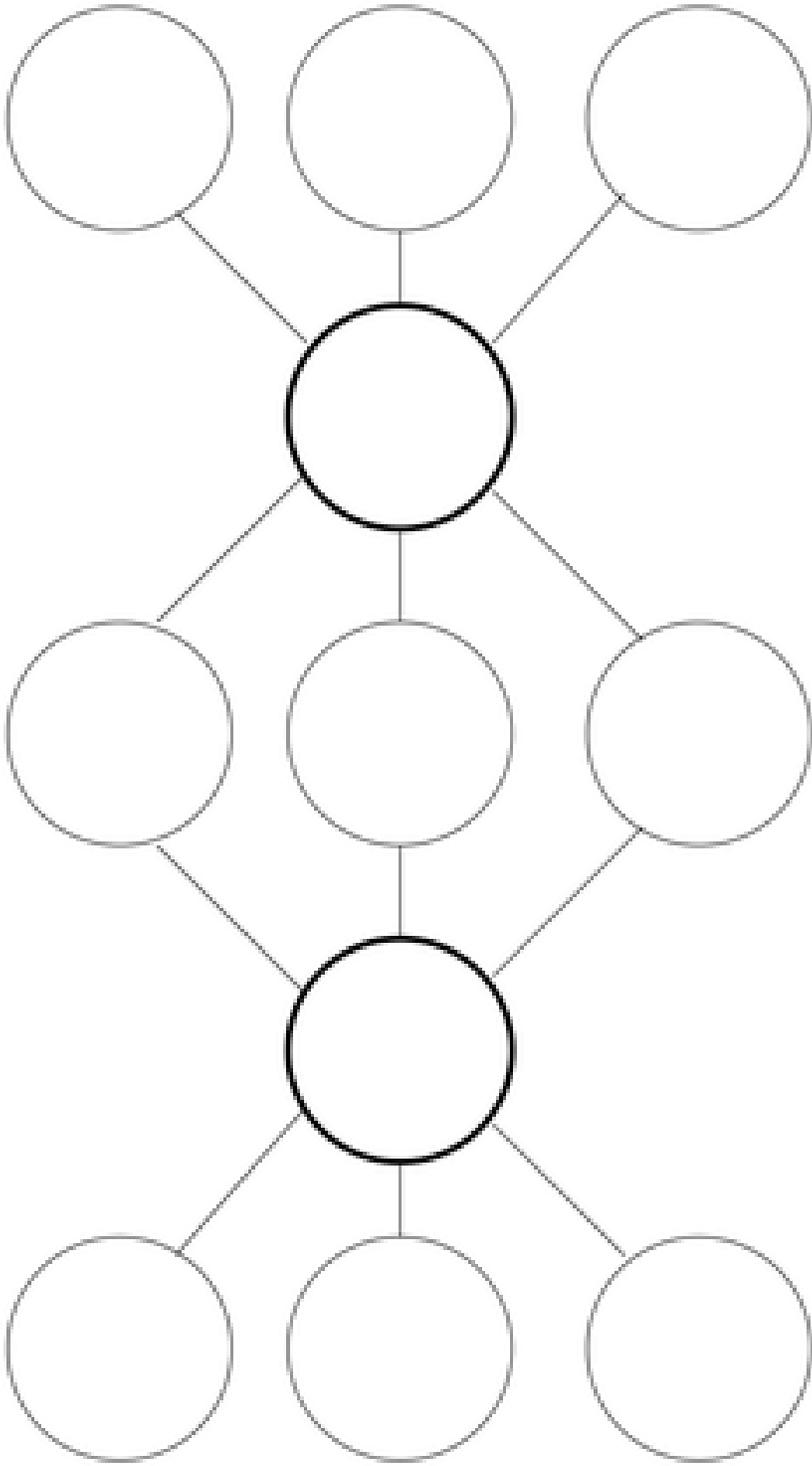
- 7 sentences total: 1 topic sentence; 3 concrete detail sentences w/internal citations; 3 commentary sentences

Every paragraph must have

- No more than 2 be verbs (am, is, are, was, were, be, being, been)
- Varying sentence openers (no more than 2 subject openers)
- Elevated word choice for openers (avoid using these words for openers: then, this, that, when, since, as, next, now, after, during, one day, once, later)
- No contractions
- Third person point of view (Do not use I, me, my. Mine, we, us, our, ours, you, your yours)
- Avoid word redundancy
- Present tense only
- Avoid banned words: a lot, bad, mean, big, small, come, came, get, got, go, goes, went, good, like, make, nice, say, said, see, saw, look, then, think, thought

Concluding paragraph must have

- First sentence sums up main character's change from beginning of novel to end (elaborate!)
- Theme sentence
- Clincher sentence



Double bubble - 'Comparing and contrasting'

Mind maps

VENN DIAGRAM

Diferent

Same

Diferent

