

## 2017 Summer Reading Assignments for Rising 8<sup>th</sup> graders

Druid Hills Middle School

Dear rising 8<sup>th</sup> grade DHMS student,

We look forward to welcoming you to 8<sup>th</sup> grade English Language Arts on Monday, August 7, with your completed summer reading assignments! Active summer reading will improve your comprehension skills, expand your vocabulary, and enhance your writing skills!

You must read **one fiction** and **one nonfiction** book to meet the 8<sup>th</sup> grade summer reading requirement. These assignments will be graded as summative assessments and will count as your first two test grades in 8<sup>th</sup> grade ELA. You may choose your own books, but you may not choose a book you've already read. Also make sure your books match your ability level\* and have been approved by your parents. A few helpful reading strategies are outlined below.

1. Read actively
  - Make annotations while you read. Use question marks for predictions or things you don't understand, circle unfamiliar words, star main ideas, and draw arrows to make connections between what you know and what you read.
  - Keep a reading journal. Jot down important names, places, events, and quotations.
  - Make a sticky note file. Jot down important names, places, events, and quotations on sticky notes that you organize by genre, color, chapter, or topic.
2. Read slowly and take time to reflect
  - With fiction, think about what's going on in the story as well as what's NOT being said. Making inferences is a crucial part of reading comprehension.
  - With nonfiction, think about the author's purpose as well as how the information is organized.

Some resources to assist you in choosing books are offered below.

1. Check the *Find a Good Book* tab on DHMS's Media Center webpage
2. *Get Georgia Reading*, in partnership with *myON* is delivering thousands of **free books** to computer and mobile devices that you can access 24 hours a day from May 3 through August 31. Visit [getgeorgiareading.org/myon-digital-library/](http://getgeorgiareading.org/myon-digital-library/) to find out more and to register.
3. Visit *Georgia's Summer Reading Challenge* at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Georgia-Summer-Reading-Challenge.aspx>
4. \*Visit [www.Lexile.com](http://www.Lexile.com)
5. DeKalb County Public Library – <http://dekalblibrary.org/branches/find-my-branch>

Enjoy your summer and read some captivating books! We'll see you on Monday, August 7!

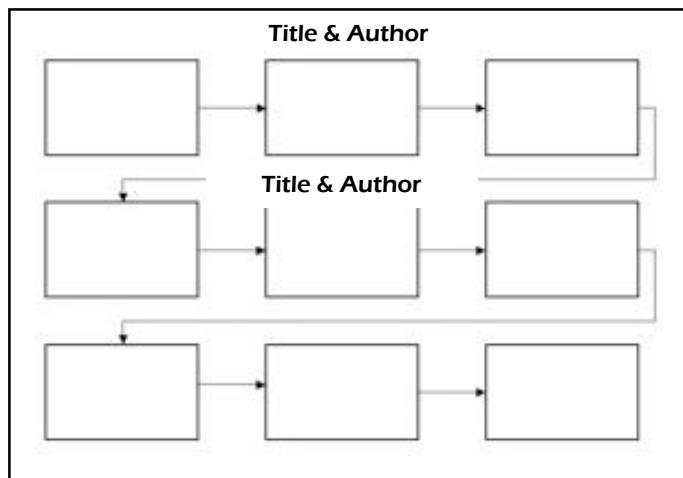
8<sup>th</sup> grade Language Arts teachers



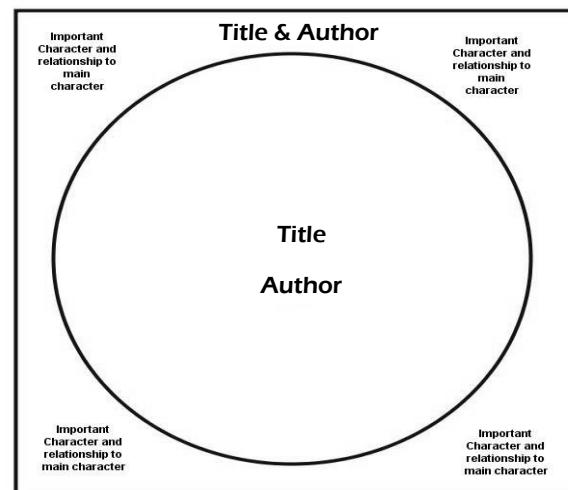
# 8<sup>th</sup> Grade Fiction Book Project

After reading your book, create a thinking map to demonstrate your understanding of the novel.

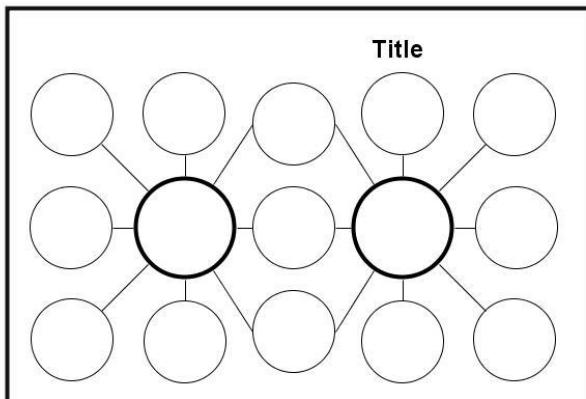
Choose **ONE** of the maps below and follow the directions on the back of this sheet.



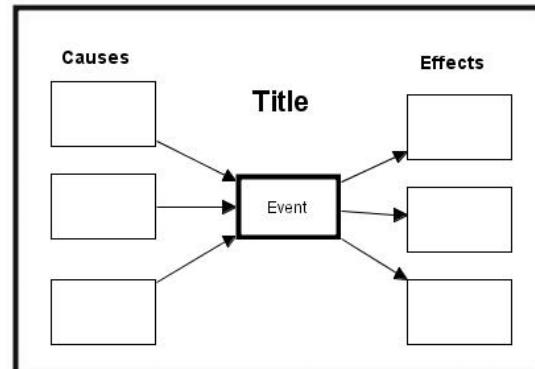
FLOW MAP



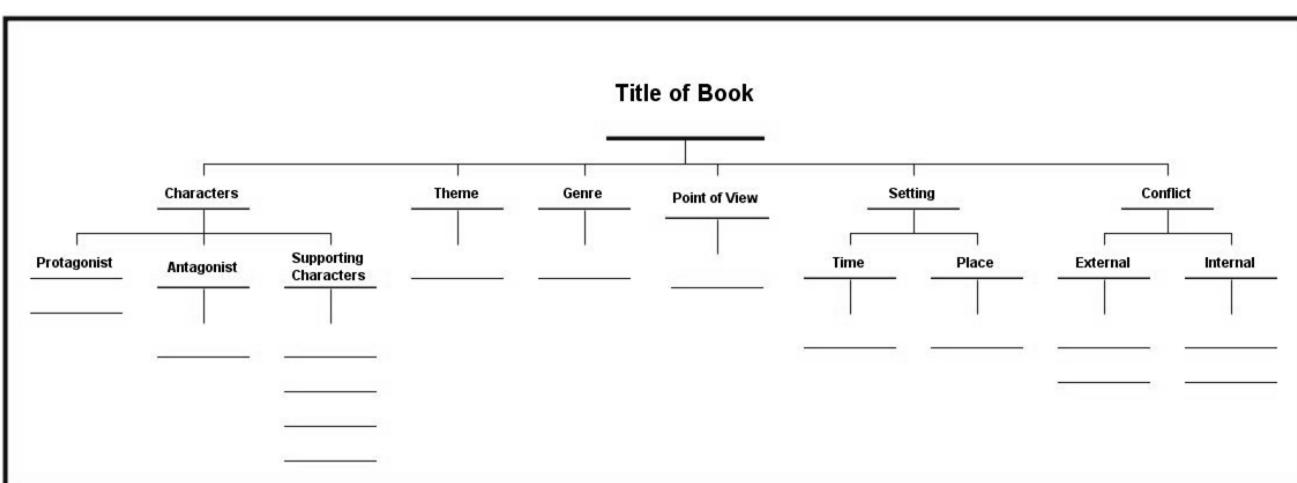
CIRCLE MAP



DOUBLE BUBBLE MAP



MULTI-FLOW MAP



TREE MAP

## 8<sup>th</sup> Grade Fiction Book Project

**CHOOSE ONE MAP** to complete for your fiction book.

**All Maps:** Write your NAME, GRADE, and TEAM on the back. All maps should include the title of the book and author's name inside the frame of reference. The final product should be **neat, colorful, creative, and easy to read. Use correct spelling, capitalization, punctuation, and grammar.**

- 1) **Tree Map:** Create a Tree Map using literary terms about your book. **Label the branches** of your tree map: Characters, Theme, Genre, Point of View, Setting (time and Place), and Conflict (internal and external). Then fill in the categories with specific details from your book.
- 2) **Flow Map:** Create a Flow Map of at least **eight major events** in the story. The plot must be clear from the flow map. Include events from the beginning, middle, and end of the book. Write in complete sentences using your best English.
- 3) **Circle Map:** Create a circle map about the **main character**. Include the character's actions, thoughts, feelings, and relationships. In the frame of reference put at least 2 characters that are important to the main character and describe their relationships. The map must include **ten specific details** including the **page number** where the information was found.
- 4) **Double-Bubble:** You must have **at least three similarities and three point by point differences**.

Choose one of these options for your double bubble map:

- 1) Compare and Contrast the main character with yourself.
- 2) Compare and Contrast two characters in the book.
- 3) Compare and Contrast this book to another book.

**Write a paragraph** explaining the similarities and differences. Use your best English.

- 5) **Multi-flow Map:** Choose **one important event** from your book. Create a multi-flow map showing the causes of the event and the effects of the event. You must have at least **three causes and three effects**. **Write a paragraph** explaining what caused the event and what effects it had on the story. Use your best English.

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
<b>Map is done correctly and has a frame</b>	The map is done correctly. It is labeled, and has a frame of reference. <b>30pts</b>	The map may have minor mistakes, or it is not labeled or doesn't have a frame. <b>25pts</b>	The map is not done correctly, or the map is not labeled or contains no frame. <b>20pts</b>	The map is not done correctly, and the map is not labeled and contains no frame. <b>15pts</b>
<b>Depth, and amount of information</b>	The information clearly relates and provides insight into the topic. The amount of information exceeds what is required. <b>30pts</b>	The information generally related to the topic. The amount of information meets the requirement. <b>25pts</b>	The information is sometimes confusing, vague, or inaccurate. There is less information that was required. <b>20pts</b>	The information is sometimes confusing, vague, and inaccurate. Most of required information is missing. <b>15pts</b>
<b>Use of Color, Neat, and Creative</b>	Neat, uses color, and is highly creative. <b>30pts</b>	Neat and uses color, but shows little creativity. <b>25pts</b>	Messy, or uses no color, or is not creative. <b>20pts</b>	Messy, uses no color, and is not creative. <b>15pts</b>
<b>Language Usage</b>	Correct spelling, capitalization, punctuation, and grammar <b>10pts</b>	Mostly correct spelling, capitalization, punctuation, and grammar <b>5pts</b>	Significant errors in spelling, capitalization, punctuation, and grammar <b>2pts</b>	Significant language errors make it difficult to understand information. <b>0pts</b>

**Points/Grade =** \_\_\_\_\_

**PARENT SIGNATURE** \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT NAME (print)** \_\_\_\_\_ Grade \_\_\_\_\_ Team \_\_\_\_\_

## **8<sup>th</sup> Grade Nonfiction Book Project**

Read your book, and write a 2-minute oral presentation.

### **2 - Minute Book Talk**

#### **Include the following information in your oral report.**

- Title of the book and author's name.
- The reason you chose this book
- The main idea or topic of the book
- Three interesting details about the book's topic
- An explanation of one interesting photo, diagram, or chart
- The people who might enjoy reading this book and the reasons why they would enjoy it

**Title of book** \_\_\_\_\_

**Author** \_\_\_\_\_ - \_\_\_\_\_

**Number of pages** \_\_\_\_\_

#### **Directions**

1. Write a script to make sure you have all the part and know what you are going to say.
2. Time yourself reading the script to make sure your oral presentation is somewhere between 1 and 2 minutes long.
3. Practice your presentation, so you can speak clearly and comfortably without "umm's" or awkward pauses.  
(You do not have to memorize the presentation, but you should be able to do it without staring at the paper.)

#### Sample Script:

I read a book called *Dog Finds Lost Dolphins! And More True Stories of Amazing Animal Heroes*. It was written by Elizabeth Carney. I chose this book because I love animals and wanted to learn more about how they can help people.

This book was about three different animals and how they are able help people. The first one was a Labrador retriever named Cloud who was trained to find dolphins in the ocean by using his sense of smell. I also learned about Kasey who is a capuchin monkey who is trained to help people who are paralyzed. The book also told about different kinds of rats that are being trained to find bombs and smell diseases like tuberculosis in humans. One interesting picture is on page 36. It shows a small monkey helping a paralyzed man named Ned. The monkey was unscrewing the top of a bottle of water so the man could drink.

I think anyone who likes animals or wants to make the world a better place would enjoy reading this book.

CRITERIA	Excellent	Good	Fair	Poor
<b>Parts of Book Talk</b>				
1. Title and Author 2. Main Idea 3. Three details 4. Picture/photo/chart 5. Recommendation	All parts of book talk are present and were done exceptionally well.  <b>30 pts</b>	All parts of book talk are present.  <b>25 pts</b>	At least 3 parts are present.  <b>20 pts</b>	Only 1 or 2 parts are present.  <b>15 pts</b>
<b>Presentation Skills</b>	Well prepared & rehearsed. Speaks clearly and loud enough to be heard. Makes eye contact with audience.  <b>30 pts</b>	Needs more rehearsal Speaks loud enough to be heard Looks at audience occasionally  <b>25 pts</b>	Needs more rehearsal Speaks loud enough to be heard most of the time Rarely looks at audience  <b>20 pts</b>	Rarely speaks loud enough to be heard Does not look at audience  <b>15 pts</b>
<b>Time</b>	1-2 minutes AND time is used efficiently to make book talk interesting.  <b>30 pts</b>	1-2 minutes	A little under or over time.  <b>20 pts</b>	Extremely short or excessively long.  <b>15 pts</b>

\_\_\_\_\_ / 90 = \_\_\_\_\_ Grade

*My student read this book and completed the assignment to the best of his/her ability.*

**PARENT SIGNATURE** \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT NAME (print)** \_\_\_\_\_ Grade \_\_\_\_\_ Team \_\_\_\_\_