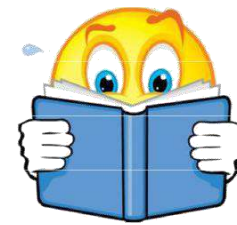


Required Middle School Summer Reading Assignment
Mint Hill Middle School: 8th Grade



Rising 8th Grader,

We are excited about your arrival for the upcoming 2018-2019 school year! We hope your summer is filled with excitement and the long needed break you deserve. While you are vacationing, or enjoying the comfort of sleeping an extra hour or two, we do not want you to forget the ability to appreciate a wonderful book! Reading really isn't homework, it is a life skill that everyone needs to live a successful life. To preserve this lifelong skill, all students must complete summer reading activities before their Eighth Grade year begins. This assignment should be turned in the first week of school AND will count as a grade for Language Arts. The deadline to turn the assignment in is **September 28th**.

The following rubric will be used to grade your Summer Reading assignment:

100% - Exemplary/Exceeds Standard: Student demonstrated that he/she read the book and completed ALL parts and responses show evidence of a DEEP understanding of the novel.

85% - Proficient/Satisfactory: Student demonstrated that he/she read the book and completed ALL parts and responses show evidence of a BASIC understanding of the novel.

70% - Developing/Needs Improvement: Student completed SOME parts and the responses show evidence of a basic understanding of the novel.

55% - Insufficient/Unsatisfactory: Student completed FEW or NO parts with little to no understanding of the novel.

Step 1: Choose ONE book for your summer reading project from the choices listed below.

***“The Hate U Give”* by Angie Thomas**

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed.

Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger.

Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what *really* went down that night? And the only person alive who can answer that is Starr.

But what Starr does—or does not—say could upend her community. It could also endanger her life.

***“Eleanor & Park”* by Rainbow Rowell**

Set over one school year in 1986, *Eleanor & Park* is the story of two star-crossed misfits – smart enough to know first love almost never lasts, but brave and desperate enough to try.

***“The Absolutely True Diary of a Part-Time Indian”* by Sherman Alexie**

Junior has more than his fair share of burdens. He was born hydrocephalic, and he lives on an Indian reservation where there is little hope or money, but plenty of alcoholics, including his parents. His sister hardly ever comes out of the basement. He gets beaten up a lot for looking weird. But he has a few things going for him too. He's smart, good at drawing and basketball, and, unlike his friends and relatives, he has ambition and hope. But when he decides to reach for more by going to a white school 22 miles away, his burdens grow even greater.

***“Copper Sun”* by Sharon Draper**

Two fifteen-year-old girls—one a slave and the other an indentured servant—escape their Carolina plantation and try to make their way to Fort Moses, Florida, a Spanish colony that gives sanctuary to slaves.

***“The Other Wes Moore: One Name, Two Fates”* by Wes Moore**

Two kids with the same name lived in the same decaying city. One went on to be a Rhodes Scholar, decorated combat veteran, White House Fellow, and business leader. The other is serving a life sentence in prison. Here is the story of two boys and the journey of a generation.

***"All American Boys"* by Brendan Kiely and Jason Reynolds**

"A bag of chips. That's all sixteen-year-old Rashad is looking for at the corner bodega. What he finds instead is a fist-happy cop, Paul Galluzzo, who mistakes Rashad for a shoplifter, mistakes Rashad's pleadings that he's stolen nothing for belligerence, mistakes Rashad's resistance to leave the bodega as resisting arrest, mistakes Rashad's every flinch at every punch the cop throws as further resistance and refusal to STAY STILL as ordered. But how can you stay still when someone is pounding your face into the concrete pavement. But there were witnesses: Quinn Collins, a varsity basketball player and Rashad's classmate who has been raised by Paul since his own father died in Afghanistan, and a video camera. Soon the beating is all over the news and Paul is getting threatened with accusations of prejudice and racial brutality. Quinn refuses to believe that the man who has basically been his savior could possibly be guilty. But then Rashad is absent. And absent again. And again. And the basketball team, half of whom are Rashad's best friends start to take sides. As does the school. And the town. Simmering tensions threaten to explode as Rashad and Quinn are forced to face decisions and consequences they had never considered before."

Step 2: Annotations

Annotations should demonstrate your thinking process while reading. While reading, complete annotations in a composition notebook. (to be used later, so keep it!!) Suggestions include:

- ✓ **Vocabulary-** unfamiliar, unknown, or important to the text
 - Write the vocabulary word
 - Write the sentence from the text as it is written in the novel
 - Define the word using context clues
 - Define the word by the actual definition, identify its' part of speech
 - Write a new sentence using the vocabulary word correctly
- ✓ **Characters-**
 - Identify the characters within the story and determine the role of each of the characters
 - Main
 - Supportive
 - Dynamic
 - Static
 - Write about what the characters actions, thoughts, impact on other characters
 - Write about the changes you observe as a reader within the characters and their relationships between each other
- ✓ **Questions-**
 - Any questions you may have while reading your novel about your characters, relationships, or events within the novel
- ✓ **Connections-** Any connections you discover that you have
 - With the novel
 - With the characters
 - With the situation within the novel
 - Between the novel and your life
 - Between the novel and another text
 - Between the novel and the world/society

Step 3: Personal Reflection

- ✓ **Write a personal reflection once you have completed reading the novel (1-2 pages)**
 - Describe your feelings overall after reading the novel
 - Analyzing the theme and how it impacts you as a reader
 - Examining the journey of the main character from beginning to end
 - If you are an artist, then you may absolutely use your skills to illustrate scenes throughout your novel!!!