

Robbinsville Public Schools

Incoming 8th Grade Summer Reading 2024



Studies show that children who read over the summer **maintain reading development** and score higher on reading assessments when they return to school in the Fall. Summer reading also helps bridge the gap from one year to the next and allows teachers an opportunity to hit the ground running knowing that students have had some exposure to the content. **This summer we are asking students to read *at least TWO books - one assigned and one of their choice.***

Students may complete the summer reading assignments **digitally**, or they may **print out** this packet. Either way, they should be prepared to submit their work during the first week of school. **This assignment will count for a grade.** All parts of the assignment must be completed in order to receive full credit.

Teenagers and Reading

Perhaps the teenagers in your family were once avid readers but now hardly ever open a book, or perhaps they never liked reading in the first place.

As an adult, you know that reading is important and you obviously want to make sure that the teenagers in your life grow into adulthood with all the skills they need to succeed.

Ways to encourage teens to read...

- **Set an example.** Let teens see you reading for pleasure.
- **Furnish your home with a variety of reading materials.** Leave books, magazines, and newspapers around. Check to see what disappears for a clue to what interests your teenager.
- **Give teens an opportunity to choose their own books.** When you and your teen are out together, browse in a bookstore or library. Go your separate ways and make your own selections. A bookstore gift certificate is a nice way of saying, "You choose."
- **Build on your teen's interests.** Look for books and articles that feature their favorite sports teams, rock stars, hobbies, or television shows. Give a gift subscription to a special interest magazine.
- **View pleasure reading as a value in itself.** Almost anything your youngsters read—including the Sunday comics—helps build reading skills.
- **Read some books written for teens.** Young adult novels can give you valuable insights into the concerns and pressures felt by teenagers. You may find that these books provide a neutral ground on which to talk about sensitive subjects.
- **Make reading aloud a natural part of family life.** Share an article you clipped from the paper, a poem, a letter, or a random page from an encyclopedia—without turning it into a lesson.
- **Acknowledge your teen's mature interests.** Look for ways to acknowledge the emerging adult in your teens by suggesting some adult reading you think they can handle.
- **Keep the big picture in mind.** For all sorts of reasons, some teenagers go through periods without showing much interest in reading. Don't panic! Time, and a few tips from this article, may help rekindle their interest.

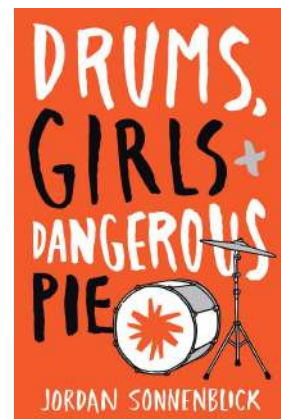
Part I: One Grade, One Book Text

All incoming eighth graders are **required** to read *Drums, Girls, and Dangerous Pie* by Jordan Sonnenblick.

Students also need to complete **FOUR jots** that demonstrate their understanding of the assigned book. They will then turn one of their jots into an expanded **1 page response** (see the following pages for the jots and response templates). Students should complete the jots **as they read the book** and then complete the response **after finishing reading**.

Students should be sure to use good paragraph structure, details, and text evidence to support their thinking. [Remember to use TREAT! T=Topic sentence; R=Reason; E=Evidence; A=Analysis; T=Tie it all up].

* Audio of each chapter read aloud can be found on YouTube [HERE](#).
(You may listen to the audiobook; however, be sure to follow along with the text as you listen.)



Part II: Choice Reading

In addition to the assigned grade-level text, students will choose **a second fiction book of their choice**. If your eighth grader is not sure what to read, please see the box below for some popular titles. Students **DO NOT** have to choose from the following list of recommendations.

In order to share what they read with their teacher(s) and peers, students should come to school in September prepared to give a **book talk** on their choice book. A book talk includes: the title, author, genre, a brief overview of the story (without spoilers), a verbal review of the book, and recommended audience that may enjoy the book.

Optional but recommended titles for incoming **8th Graders**:

Ahimsa by Supriya Kelkar
All-American Muslim Girl by Nadine Jolie Courtney
All Time by Christopher Russo
Between Shades of Gray by Ruta Sepetys
Chinese Cinderella by Adeline Yen Mah
Chains by Laurie Halse Anderson
Feed by M. T. Anderson
Game Changer by Tommy Greenwald
Gone by Michael Grant
Inside Out and Back Again by Thanhha Lai
Kira-Kira by Cynthia Kadohata
Lily and Dunkin by Donna Gephart
The Maze Runner by James Dashner
Million Dollar Throw by Mike Lupica
Nowhere Boy by Katherine Marsh
The Selection by Keira Cass
Sleeping Freshmen Never Lie by David Lubar
See You at Harry's by Jo Knowles
Starcrossed by Barbara Dee
The Time Machine by H.G. Wells

Summer Reading Checklist

Students must complete ALL of the following by the due date to receive full credit.

Due Date: Monday, September 9th

- ☐ I put my **NAME (first and last)** on my work (typed OR handwritten).

Part I: One Grade, One Book Text

- ☐ I read ***Drums, Girls, and Dangerous Pie*** by **Jordan Sonnenblick**.
- ☐ I completed **FOUR jots** while I read the novel.
- ☐ I completed a **one-page reading response** after completing the book.

Part II: Choice Reading

- ☐ I read one **choice fiction** book.
- ☐ I am prepared to do a **book talk** on my choice book in September.
- ✓ Book Title
 - ✓ Author
 - ✓ Genre (realistic fiction, historical fiction, fantasy, mystery, etc.)
 - ✓ Brief summary (no spoilers!)
 - ✓ Review (What did you think about it? How many stars would you give it?)
 - ✓ Recommended audience (What type of reader would like this book?)

ELA Summer Reading: Part I - One Grade, One Book Text
Incoming 8th Grade

DIRECTIONS: AS you read ***Drums, Girls, and Dangerous Pie*** by **Jordan Sonnenblick**, complete four jots on the following topics. Don't forget to include the page number you were on when you stopped to jot your idea.

Character

Who is the main character? What are their character traits (use evidence from the text)?

Page #: _____

Setting

Where and when does the book take place? How is the setting important to the story?

Page #: _____

Conflict/Problem

What is the main conflict, or problem, in the book?
How does it affect the characters?

Page #: _____

YOUR CHOICE!

Use what you know about jotting to create your own response.
(Ex: Theme, Foreshadowing, Flashback, a Signpost, etc.)

Page #: _____

DIRECTIONS: Now, take ONE of your jots and write a **one page** reading response on ***Drums, Girls, and Dangerous Pie*** by **Jordan Sonnenblick**, using the questions above to further analyze one of the following: Character, Setting, Conflict/Problem, or Your Choice. Be sure to use good paragraph structure, specific details, and text evidence to support your thinking.
[Remember to use TREAT! T=Topic sentence; R=Reason; E=Evidence; A=Analysis; T=Tie it all up]

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