



**PRINCE**  
AVENUE CHRISTIAN SCHOOL

**Middle School (Entering grades 6-8)  
Summer Reading List**

**Revised March 2023**

## **Overview: Prince Avenue Middle School Summer Reading Program**

### **Philosophy:**

The PACS reading program is designed to promote the love of reading while maintaining or advancing the student's current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, student-manageable and "stress free."

### **Book lists:**

Book lists are provided as a compilation of engaging and well-written stories that represent a variety of genres. Many of the selections complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections. You may find sites such as

[www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonssensemedia.org](http://www.commonssensemedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

### **Assignments:**

Assignments are based on the revised version of Bloom's taxonomy called *A Taxonomy for Learning, Teaching, and Assessing*, a classification system used to define and distinguish different levels of human cognition; this revised version classifies cognitive skills as *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating*, in that order. One way PACS addresses the development of increased cognitive skills is through written expression. Beginning in third grade, students are assigned a writing component through which they demonstrate understanding and analysis of the text.

### **Grade- specific objectives:**

#### **Grades 1 & 2 (remembering and understanding)**

In 1<sup>st</sup> and 2<sup>nd</sup> grades, students are required to read at least twenty books over the summer break. The goal for these students is to read frequently, thus increasing familiarity with words and increasing comprehension skills. The goal of the summer reading program for first and second graders is to maintain or increase the student's end-of-year reading level. Students and parents will complete a chart in which they record at least twenty books from the school list.

#### **Grade 3 (applying)**

By 3<sup>rd</sup> grade, students have mastered basic reading skills and can read independently. These students have also become more proficient in writing skills, and that proficiency is demonstrated in the summer reading assessment. Third grade students will read two books and produce a four sentence response to the books of their choice.

#### **Grades 4-5 (applying and analyzing)**

In 4<sup>th</sup> and 5<sup>th</sup> grades, students again choose two books to read, and a writing response is required. As students mature as readers and writers, the paragraph requirement increases in complexity as students are asked to summarize and evaluate a book's content.

#### **Grades 6-8 (analyzing, evaluating, and creating)**

As students transition from elementary school to middle school, they read increasingly difficult texts and begin to analyze those texts through personal connections and relationships. Students recognize important textual passages and articulate connections as they quote texts then choose a response based on given prompts such as "This character reminds me of..." or "I agree with this character's decision because..." Many middle school texts complement the history curriculum.

## **ENTERING 6<sup>TH</sup> GRADE READING LIST**

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonensemedia.org](http://www.commonensemedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Assignment:** Each student should read **one** required book and complete a reading journal, due Thursday, August 10, 2023 (periods 3-8) or Friday, August 11, 2023 (periods 1-2). Directions regarding the reading journal can be found on the next page.

<i>Fever, 1793</i>	Anderson, Laurie
<i>Crispin: The Cross of Lead</i>	Avi
<i>Twenty and Ten</i>	Bishop, Claire Huchet
<i>Katie Watson and the Painter's Plot</i>	Blume, Mez (Mary Elizabeth)
<i>The Martian Chronicles</i>	Bradbury, Ray
<i>The Secret Garden</i>	Burnett, Francis
<i>Max and Liz series</i>	Cote, Jenny
<i>Door in the Wall</i>	De Angeli, Marguerite
<i>The Wheel on the School</i>	De Jong, Meindert
<i>Candy Bombers</i>	Elmer, Robert
<i>Hitty: Her First Hundred Years</i>	Field, Rachel
<i>Calico Bush</i>	Field, Rachel
<i>Understood Betsy</i>	Fisher, Dorothy Canfield
<i>Dragon Slippers</i>	George, J.D.
<i>Adam of the Road</i>	Gray, Elizabeth
<i>The House of Dies Drear</i>	Hamilton, Virginia
<i>MC Higgins the Great</i>	Hamilton, Virginia
<i>A Father's Promise</i>	Hess, Donna Lynn
<i>A Murder for Her Majesty</i>	Hilgartner, Beth
<i>Alex Rider series</i>	Horowitz, Anthony
<i>Marlfox or Redwall series</i>	Jacques, Brian
<i>The Second Mrs. Giaconda</i>	Konigsburg, E. L.
<i>The Tales of Uncle Remus</i>	Lester, Julius
<i>A Snicker of Magic</i>	Lloyd, Natalie
<i>The Princess and Curdie</i>	MacDonald, George
<i>Rascal</i>	North, Sterling
<i>The Black Pearl</i>	O'Dell, Scott
<i>Streams to the Rivers, Rivers to the Sea</i>	O'Dell, Scott
<i>Island of the Blue Dolphins</i>	O'Dell, Scott
<i>My Friend Flicka</i>	O'Hara, Mary
<i>The Light in the Forest</i>	Richter, Conrad
<i>The Bark of Bog Owl</i>	Rogers, Jonathan
<i>Esperanza Rising</i>	Ryan, Pam Munoz
<i>Holes</i>	Sachar, Louis
<i>Invention of Hugo Cabret</i>	Selznick, Brian
<i>Miracles on Maple Hill</i>	Sorensen, Virginia
<i>The Bronze Bow</i>	Speare, Elizabeth
<i>Calico Captive</i>	Speare, Elizabeth
<i>Freedom Train</i>	Sterling, Dorothy
<i>The Mysterious Benedict Society series</i>	Stewart, Trenton Lee
<i>Joni: An Unforgettable Story</i>	Tada, Joni Eareckson
<i>Amos Fortune, Free Man</i>	Yates, Elizabeth
<i>Loot: How to Steal a Fortune</i>	Watson, Jude

## **ENTERING 6<sup>TH</sup> GRADE SUMMER READING ASSIGNMENT**

During the seventy-two days of summer break, rising sixth grade students will read one (1) book of their choice from the 6th grade reading list. **This should be a book not previously read.** Students will produce a written response as described below, which will count as a test grade. Please submit the written portion of the assessment to your language arts teacher Thursday, August 10, 2023 (periods 3-8) or Friday, August 11, 2023 (periods 1-2).

**This assignment must be TYPED!**

### **Instructions:**

1. Read the book of your choosing from the 6<sup>TH</sup> grade book list.
2. Create a computerized response journal (see example on the next page).
  - Create a vertical line down the middle of the page
  - Label the left column TEXT and the right column RESPONSE
3. Divide your novel into four (4) equal sections. Choose one meaningful passage from each of the 4 sections of your novel; quote it and write the page number of the passage.  
(E.g.: Your book has 200 pages ...  $200/4 = 50$ . This example shows you should write a response every 50 pages.)
  - In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have FOUR.
  - In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
3. Use one response below to give your personal insight (NOT a summary) for each of the four passages. Provide a word count at the end. (Use the following examples only once so that you have a variety of four responses.)
  - a. This passage is important because...
  - b. This passage reveals the character's...
  - c. This passage fits with the book as a whole since...
  - d. Christians can relate to this quote because...
  - e. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
  - f. This character reminds me of...
  - g. This character exhibits the quality of courage (honesty, etc.) ...
  - h. The point the author wants to make here is...
  - i. I have felt the same emotions as this character when...
  - j. The author uses the literary device of (imagery/symbolism/theme etc.)...
  - k. This setting is significant because...
  - l. I agree/disagree with this character's decision because...
  - m. This is exciting /boring because...
  - n. The author does a good/bad job of...

**Each commentary should be no less than 50 words in length. You should have a total of four entries.**

4. Include a cover page with your name, the book's title, the book's author, and the book's total page count.

**IMPORTANT: It is important to always explain why you think something or like something or don't understand something.**

**See Example on Next Page**

Sample Journal Entry

TEXT	RESPONSE
<p>“The puddle had frozen over, and me and Cathy went stomp in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>This first paragraph is important because...</p> <p>Bambara indirectly characterizes the narrator by using rural Southern dialect to let us know that the story is set in the South. The narrator’s use of improper grammar lets us know she is not highly educated. We also learn from the activities the author describes that the characters are children. (57 words)</p> <p>NOTE word count</p>

# 6<sup>TH</sup> Grade Summer Reading Journal Rubric

Student

Category	<i>Exemplary</i> 25	<i>Accomplished</i> 22	<i>Developing</i> 18	<i>Beginning</i> 15	Your Score
QUOTES/TEXT  CITATION OF QUOTE (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 4 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 8 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-5 of 8 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 6-8 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (4 from list)	Includes some variety of comments (3 from list)	Little variety of comments (2 from list)	Comments are limited to the same response	
RESPONSES (#)	4 responses No paraphrasing or summary	4 responses, but 1 is a summary response	2-3 responses; summary in nature	1 response	
WORD COUNT  COVER PAGE	Word count (50+) included for each response  AND Student name, book title, author, page count	Word count (50+) on 3 responses  OR Missing one cover item	Word count (50+) on 2 responses  OR Missing 2 cover items	Word count on 1 or less response  OR No cover	

Rubric Score \_\_\_\_\_ (-1 pt for each grammar/spelling mistake)=

Final Grade: \_\_\_\_\_

## **ENTERING 7<sup>TH</sup> GRADE READING LIST**

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonensemedia.org](http://www.commonensemedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Assignment:** Each student should read **one** required book and complete a reading journal, due Thursday, August 10, 2023 (periods 3-8) or Friday, August 11, 2023 (periods 1-2). Directions regarding the reading journal can be found on the next page.

<i>Watership Down</i>	Adams, Richard
<i>The Prydain Chronicles</i> series	Alexander, Lloyd
<i>Wolves of Willoughby Chase</i>	Aiken, Joan
<i>Before We Were Free</i>	Alvarez, Julia
<i>The Kingdom</i> series	Black, Chuck
<i>Knights of Arrethtrae</i> series	Black, Chuck
<i>A Gathering of Days: A New England Girl's Journal</i>	Blos, Joan
<i>The Incredible Journey</i>	Burnford, Sheila
<i>My Brother Sam is Dead</i>	Collier, James
<i>Bud, Not Buddy</i>	Curtis, Christopher
<i>Catherine, Called Birdy</i>	Cushman, Karen
<i>The Chosen</i>	Dekker, Ted
<i>Out of Darkness: The Story of Louis Braille</i>	Freedman, Russell
<i>The Double Life of Pocahontas</i>	Fritz, Jean
<i>Dragon Rider</i>	Funke, Cornelia
<i>The Miracle Worker</i>	Gibson, William
<i>Found/ Caught/ Sent</i>	Haddix, Margaret Peterson
<i>Olive's Ocean</i>	Henkes, Kevin
<i>Beardance</i>	Hobbs, Will
<i>The Goose Girl</i>	Hale, Shannon
<i>Redwall</i> series	Jacques, Brian
<i>Mark of the Dragonfly</i>	Johnson, Jaleigh
<i>Cracker! Best Dog in Vietnam</i>	Kadohata, Cynthia
<i>The Jungle Book</i>	Kipling, Rudyard
<i>The View from Saturday</i>	Konigsburg, E. L.
<i>Onion John</i>	Krumgold, Joseph
<i>Hana's Suitcase: A True Story</i>	Levine, Karen
<i>Gathering Blue</i>	Lowry, Lois
<i>Homer Price</i>	McCloskey, Robert
<i>The Golden Goblet</i>	McGraw, Eloise
<i>Mara, Daughter of the Nile</i>	McGraw, Eloise
<i>The Spy Who Came in From The Sea</i>	Nolan, Peggy
<i>The Hawk That Dare Not Hunt by Day</i>	O'Dell, Scott
<i>Hatchet</i>	Paulsen, Gary
<i>The River</i>	Paulsen, Gary
<i>Eragon</i>	Paolini, Christopher
<i>Wingfeather</i> series	Peterson, Andrew
<i>Revenge of the Whale</i>	Philbrick, Nathaniel
<i>Under the Blood Sun</i>	Sailsbury, Graham
<i>Five Ancestors</i> series	Stone, Jeff
<i>The Time Machine</i>	Wells, H.G.
<i>Dragonwings</i>	Yep, Laurence

## **ENTERING 7<sup>TH</sup> GRADE SUMMER READING ASSIGNMENT**

During the seventy-two days of summer break, rising seventh grade students will read one (1) book of their choice from the 7th grade reading list. **This should be a book not previously read.** Students will produce a written response as described below, which will count as a test grade. Please submit the written portion of the assessment to your language arts teacher Thursday, August 10, 2023 (periods 3-8) or Friday, August 11, 2023 (periods 1-2).

**This assignment must be TYPED!**

### **Instructions:**

1. Read the book of your choosing from the 7<sup>TH</sup> grade book list.
2. Create a computerized response journal (see example on the next page).
  - Create a vertical line down the middle of the page
  - Label the left column TEXT and the right column RESPONSE
3. Divide your novel into five (5) equal sections. Choose one meaningful passage from each of the 5 sections of your novel; quote it and write the page number of the passage.  
(E.g.: Your book has 250 pages ...  $250/5 = 50$ . This example shows you should write a response every 50 pages.)
  - In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have FIVE.
  - In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
3. Use one response below to give your personal insight (NOT a summary) for each of the five passages. Provide a word count at the end. (Use the following examples only once so that you have a variety of five responses.)
  - a. This passage is important because...
  - b. This passage reveals the character's...
  - c. This passage fits with the book as a whole since...
  - d. Christians can relate to this quote because...
  - e. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
  - f. This character reminds me of...
  - g. This character exhibits the quality of courage (honesty, etc.) ...
  - h. The point the author wants to make here is...
  - i. I have felt the same emotions as this character when...
  - j. The author uses the literary device of (imagery/symbolism/theme etc.)...
  - k. This setting is significant because...
  - l. I agree/disagree with this character's decision because...
  - m. This is exciting /boring because...
  - n. The author does a good/bad job of...

**Each commentary should be no less than 50 words in length. You should have a total of five entries.**

4. Include a cover page with your name, the book's title, the book's author, and the book's total page count.

**IMPORTANT: It is important to always explain why you think something or like something or don't understand something.**

**See Example on Next Page**



Sample Journal Entry

TEXT	RESPONSE
<p>“The puddle had frozen over, and me and Cathy went stomp in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>This first paragraph is important because...</p> <p>Bambara indirectly characterizes the narrator by using rural Southern dialect to let us know that the story is set in the South. The narrator’s use of improper grammar lets us know she is not highly educated. We also learn from the activities the author describes that the characters are children. (57 words)</p> <p>NOTE word count</p>

# 7<sup>th</sup> Grade Summer Reading Journal Rubric

Student

Category	<i>Exemplary</i> 25	<i>Accomplished</i> 22	<i>Developing</i> 18	<i>Beginning</i> 15	Your Score
QUOTES/TEXT  CITATION OF QUOTE (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 5 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (5 from list)	Includes some variety of comments (4 from list)	Little variety of comments (3 from list)	Comments are limited to the same response	
RESPONSES (#)	5 responses No paraphrasing or summary	5 responses, but 1 is a summary response	2 responses are summary	3 responses are summary	
WORD COUNT  COVER PAGE	Word count (50+) included for each response  AND Student name, book title, author, page count	Word count (50+) on 4 responses  OR Missing one cover item	Word count (50+) on 3 responses  OR Missing 2 cover items	Word count on 2 or fewer responses  OR No cover	

Rubric Score \_\_\_\_\_ (-1 pt for each grammar/spelling mistake)=

Final Grade: \_\_\_\_\_

## **ENTERING 8<sup>TH</sup> GRADE READING LIST (CP and Honors)**

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.common sense media.org](http://www.common sense media.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Assignment:** Each student should read **one** required book and complete a reading journal, due Thursday, August 10, 2023 (periods 3-8) or Friday, August 11, 2023 (periods 1-2). Directions regarding the reading journal can be found below.

<i>Peter Pan</i>	Barrie, J.M.
<i>A Little Princess</i>	Burnett, Frances Hodgson
<i>The Perilous Journey of the Donner Party</i>	Calabro, Marian
<i>Ender's Game</i>	Card, Orson Scott
<i>The Red Badge of Courage</i>	Crane, Stephen
<i>Gregor the Overlander</i>	Collins, Suzanne
<i>The Dark is Rising series</i>	Cooper, Susan
<i>Mark Twain</i>	Cox, Clinton
<i>Walk Two Moons</i>	Creech, Sharon
<i>Sherlock Holmes Mysteries</i>	Doyle, Arthur
<i>Summer of My German Soldier</i>	Greene, Bette
<i>Hoot</i>	Haasen, Carl
<i>Clara Barton</i>	Hamilton, Leni
<i>The Dark Frigate</i>	Hawes, Charles
<i>Stormbreaker (Alex Rider series)</i>	Horowitz, Anthony
<i>Across Five Aprils</i>	Hunt, Irene
<i>No Promises in the Wind</i>	Hunt, Irene
<i>The Witchcraft of Salem Village</i>	Jackson, Shirley
<i>Trumpeter of Krakow</i>	Kelly, Eric
<i>The Story of My Life</i>	Keller, Helen
<i>When Hitler Stole Pink Rabbit</i>	Kerr, Judith
<i>Young Sherlock Holmes</i>	Lane, Andy
<i>To Be A Slave</i>	Lester, Julius
<i>White Fang</i>	London, Jack
<i>A Night to Remember</i>	Lord, Walter
<i>Games of Deception: The True Story of the First U.S. Basketball Team at the 1936 Olympics in Hitler's Germany</i>	Maraniss, Andrew
<i>A Young Patriot</i>	Murphy, Jim
<i>Sarah Bishop</i>	O'Dell, Scott
<i>Hangman's Curse or Nightmare Academy</i>	Peretti, Frank
<i>Harriet Tubman: Conductor...</i>	Petry, Ann
<i>Mostly True Adventures of Homer P. Figg</i>	Philbrick, Rodman
<i>The Yearling</i>	Rawlings, Marjorie
<i>The Lightening Thief</i>	Riordan, Rick
<i>Stargirl</i>	Spinelli, Jerry
<i>Chasing Lincoln's Killer</i>	Swanson, James
<i>Roll of Thunder, Hear my Cry</i>	Taylor, Mildred
<i>Let the Circle be Unbroken</i>	Taylor, Mildred
<i>Air Raid-Pearl Harbor</i>	Taylor, Theodore
<i>The Fellowship of the Ring</i>	Tolkien, J.R.R.
<i>Dacey's Song</i>	Voigt, Cynthia
<i>Homecoming</i>	Voigt, Cynthia
<i>The Once and Future King</i>	White, T.H.
<i>Swiss Family Robinson</i>	Wyss, Johann

## **8<sup>th</sup> grade English (CP and Honors) Dialectical Journal Assignment**

Your summer reading journal is a written conversation with yourself about a piece of literature that encourages the habit of literary reflection and analysis. You will use a double-entry format to examine details of a passage and illustrate your understanding of the text. Students will produce a written response as described below, which will count as a test grade

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. **These journals are due Thursday, August 10, 2023 (periods 3-8) or Friday, August 11, 2023 (periods 1-2).**

### **Instructions:**

1. Create a computerized response journal (see example on the next page)
2. Write the number of pages in your novel here \_\_\_\_\_. (Round up or down to the tenth's place.)
3. Divide your novel into eight (8) equal sections and write a response for every section. (E.g.: 400 pages ...  $400/8 = 50$ . This example shows you should write a response every 50 pages.)
4. Create a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have EIGHT.
7. How do you choose what passages to write down? Passages become important if they cause you to react, connect, predict, or reflect. Passage are also important when they cause you to identify characterization, theme, mood, or literary device.
8. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
9. Label your response with one of the letters below (RE, CO, P, RF, CH, T, M, LD). You may use responses a-g ONCE; you may use literary devices (see list on other page) more than once.
  - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
  - b. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
  - c. (Prediction) P= Anticipate what will occur based on what is in the passage.
  - d. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
  - e. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
  - f. (Theme) T= Determine the passage contributes to the author's overall message or messages about some aspect or aspects of life.
  - g. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
  - h. (Literary Device) LD= Analyze the author's writing using literary terms (see list of possibilities on the next page)
10. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun "I") is acceptable in the RESPONSE column

**IMPORTANT: It is important to always explain why you think something or like something or don't understand something.**

### Sample Journal Entry

TEXT	RESPONSE
<p>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD-dialect) In this first paragraph of the story, Bambara indirectly characterizes the narrator by using rural Southern dialect to let us know that the story is set in the South. The narrator’s use of improper grammar lets us know she is not highly educated. We also learn from the activities the author describes that the characters are children. (57 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

### Literary Devices you can use for responses

Alliteration	Dialect	Plot: exposition, climax, resolution
Fiction	Flashback	Point of view (1 <sup>st</sup> , 3 <sup>rd</sup> , limited, omniscient)
Allusion	Foreshadowing	Protagonist
Antagonist	Hyperbole	Repetition
Autobiography	Imagery	Setting
Biography	Irony	Simile
Characterization	Metaphor	Suspense
-static, flat, etc.	Mood	Symbol
-direct, indirect	Personification	
Conflict		

### Review of Requirements:

On the COVER of your response:

\_\_\_ Write your name; title of book and author; page count for entire book

TEXT side of journal:

\_\_\_ You have eight excerpts from eight evenly spaced sections of the novel

\_\_\_ You have quoted and used quotation marks (watch placement of marks)

\_\_\_ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

\_\_\_ You have eight responses

\_\_\_ You have a variety of responses; they are labeled (RE, CO, P, RF, CH, T, M, LD).

\_\_\_ Each response has word count; each must be at least 50 words.

## 8<sup>TH</sup> Grade Summer Reading Journal Rubric

Category	<i>Exemplary</i> <b>25</b>	<i>Accomplished</i> <b>22</b>	<i>Developing</i> <b>18</b>	<i>Beginning</i> <b>15</b>	<i>Your Score</i>
TEXT QUOTES and RESPONSES (#)	8 Text Quotes and 8 Responses	15 Quotes and Responses (missing 1 of either)	14 Quotes and Responses (missing 2 of either)	13 or less total Quotes and Responses (missing 3 of either)	
RESPONSE VARIETY (Literary devices can be identified and used more than once)	Includes a variety of unique comments about passages (8 from list) AND ALL responses are labeled (a-h)	Includes some variety of comments (7 from list) OR 8 responses are labeled (a-h)	Little variety of comments (6 from list) OR 6 responses are labeled (a-h)	Comments are limited to mostly the same response OR Responses are not labeled	
Correct CITATIONS OF QUOTES (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 8 citations (16)	Less detailed, but significant quotes OR missing no more than 1 quotation marks and page numbers (15 correct)	Few significant details from the text OR missing no more than 2 quotation marks and page numbers (14 correct)	Hardly any significant details from the text OR missing no more than 3 quotation marks and page numbers (13 correct)	
WORD COUNT  COVER PAGE	Word count (50+) included for 8 responses AND Student name, book title, author, page count	Word count (50+) on at least 7 responses OR Missing one cover item	Word count (50+) on at least 6 responses OR Missing 2 cover items	Word count on at least 5 or less response OR No cover	

Rubric Score \_\_\_\_\_ (-1 pt for each grammar/spelling mistake) =

Final Grade: \_\_\_\_\_