

8th Grade Summer Reading!

All Honors Elyria Middle School students are expected to read one book from the list below and collect evidence through notes on a theme from your novel. Students entering grade 8 will be able to choose a book from the list. You need to bring your book and Notes to class the first day of school.

Assignment (Some examples of note taking strategies are attached.)

Students are expected to return to school prepared to write an essay analyzing the theme of their novel using evidence they have collected over the summer while reading. There are several ways a student can collect their evidence. Some suggestions are; using the Cornell note format, using sticky notes within the text, writing in-text annotations (only in books that you have purchased, not rented from the library or borrowed from someone), t-charts, outlining, highlighting, etc. Please choose a style that you are comfortable with and are able to bring back with you to school.

Please return to school with **AT LEAST 5** pieces of evidence for each category of the essay; plot, setting, and character's words and actions; making that **A MINIMUM** of **15** pieces of evidence pertaining to your novels theme . The notes you have collected will be used to write an essay immediately upon starting school. *Remember, it is always a good idea to have extra notes rather than not enough.*

Note: By returning to school with no annotations/notes, you understand that a schedule change will **strongly** be considered.

Book List

I Am Malala by Malala Yousafzai

What It's About? Before she was the youngest Noble Peace Prize winner, Malala Yousafzai was a young Pashtun girl who loved to learn in her hometown of Pakistan's Swat Valley. Although her mother was illiterate, Malala grew up in a girls' school run by her father. A curious, precocious learner who firmly believed in a girl's God-given right to learn, Malala was considered a blasphemous troublemaker by the Taliban, and in 2012 she was shot by a Taliban gunman. She survived and refused to be silenced.

Undertow by Michael Buckley

What It's About: Coney Island native Lyric Walker has a family secret: She's part "Sirena." So when 30,000 Alpha, a five-nation race (Sirena being among them) of beautiful but violent humanoid sea warriors, land on her beach, she knows this means trouble. Lyric's New York City beach town turns into a militarized zone with the Alpha on one side and humans on another. Then Lyric is asked to give Fathom, the gorgeous and

militant Alpha prince, reading lessons, and sparks fly. Which side will she choose?

The Hobbit by J.R.R. Tolkien

Bilbo Baggins, a simple Hobbit, never asked for adventure. It literally came knocking on his door -- 13 dwarves (Tolkien's spelling with the "v") and Gandalf the wizard show up to tea to hire Bilbo as a thief in their quest to reclaim a hoard of treasure. It's stashed far away and guarded by a fierce dragon, Smaug. Bilbo will have to cross the Misty Mountains -- troll and goblin country -- and the untamed wilds of Mirkwood, where straying from the path can be deadly. In exchange, he gets an even share of the treasure and quite a story to tell. But is one little hobbit really up for such a big adventure?

Words in the Dust by Trent Reedy

Words in the Dust is the story of Zulaikha, a thirteen-year-old Afghan girl with a cleft lip. She spends her days cleaning, cooking, running errands, and caring for her younger brothers. Her father's second wife, Malehkah, is constantly impatient with her no matter how hard she works. Nearly every day, Malehkah reminds Zulaikha that it will be hard to find a husband for her because of her facial deformity.

Peak by Roland Smith

After fourteen-year-old Peak Marcello is arrested for scaling a New York City skyscraper, he's left with two choices: wither away in Juvenile Detention or go live with his long-lost father, who runs a climbing company in Thailand. But Peak quickly learns that his father's renewed interest in him has strings attached. *Big* strings. As owner of Peak Expeditions, he wants his son to be the youngest person to reach the Everest summit--and his motives are selfish at best. Even so, for a climbing addict like Peak, tackling Everest is the challenge of a lifetime. But it's also one that could cost him his life.

Salt to Sea by Ruta Sepetys

Ruta Sepetys' historical novel SALT TO THE SEA follows four young adults harboring deep secrets. Their fates intertwine the winter of 1945 on the German ship the Wilhelm Gustloff, filled five times over capacity with mostly civilians as it attempts to flee the advancing Red Army on the Baltic Sea. Aryan-looking Lithuanian nurse Joana is around 21 and leads a motley group of refugees on foot; Polish 15-year-old Emilia only wants to stay away from the prying eyes of predatory soldiers; Prussian 19-year-old Florian is an art student and forger with a dangerous mission; and Alfred is the outlier, a young German soldier working on the Wilhelm Gustloff. After Florian saves Emilia's life, the two encounter Joana's group, and through a series of close calls and desperate situations they end up traveling together, protecting one another, and hoping the Wilhelm Gustloff will save them from the evils of the Russian Army, whose cruelty rivaled that of the Nazis.

House of the Scorpion by Nancy Farmer

Set in the near future, when a narco-state called Opium separates the U.S. and what used to be Mexico, THE HOUSE OF THE SCORPION follows Matteo Alacran as he grows up in the household of his "benefactor," the drug kingpin known as El Patron. Nearly everyone hates Matteo because he is a clone, harvested from the DNA of El Patron, but there are a few individuals -- a bodyguard, a cook, the daughter of a U.S. senator -- who treat him kindly. Over time, Matteo begins to understand how El Patron runs his business and the terrible toll it takes on anyone who tries to escape into the U.S. With that understanding comes a realization of his true status within El Patron's severely dysfunctional family, and Matteo must decide how to escape the fate planned for him.

The Thief (MWT) by Megan Whalen Turner

As THE THIEF begins, Eugenides is taken from his prison cell and embarks on a reluctant journey in search of an invaluable treasure known as Hamiathe's Gift. A stone dipped in the Waters of Immortality, the Gift conveys the right to rule the four kingdoms to whichever king or queen it is given. The Magus of Sounis wants Gen to retrieve it from an underwater temple, since he has boasted that he "can steal anything." If Gen can't, it's back to prison or an even harsher fate.

The Scorpio Races by Maggie Stiefvater

As November nears, the fierce water horses surge out of the sea onto the beach at Thisby. Tourists flock to the island as the locals try to capture and train the dangerous *capaill uisce* (water horses) for the Scorpio Races. Four-time champion Sean Kendrick lives to ride his stallion and knows well how deadly the races are, but this year he has even more than his life at stake. Puck Connolly lost her parents to the *capaill uisce* a year earlier. Afraid of losing her older brother to the mainland and her family home to the lender, she signs up to race on her own mare. As the first woman ever to enter, she's met with hostility -- until she forges an unlikely friendship with her rival, Sean.

Eleanor and Park by Rainbow Rowell

A morning bus ride changes everything for Park Sheridan. He's minding his own business until a new girl -- a crazily dressed redhead with a scowl -- gets on and has nowhere to sit. Fearing the worst for her, he angrily swears at Eleanor to sit next to him, and despite the six inches of space she leaves between them, it's the start of something really special. Park is a sensitive half-Korean guy whose parents are still in love with each other, while Eleanor is an intelligent but often ridiculed girl from a poor, broken family. But every day, Eleanor and Park's seating arrangement leads to silently reading comics together, then talking about music, and eventually sharing a deep and abiding friendship that becomes an unforgettable first love.

Rosencrantz and Guildenstern are Dead by Tom Stoppards

The action of Stoppard's play takes place mainly "in the wings" of Shakespeare's, with brief appearances of major characters from *Hamlet* who enact fragments of the original's scenes. Between these episodes the two protagonists voice their confusion at the progress of events occurring onstage without them in *Hamlet*, of which they have no direct knowledge.

Comparisons have also been drawn with Samuel Beckett's *Waiting for Godot*,^[3] for the presence of two central characters who almost appear to be two halves of a single character. Many plot features are similar as well: the characters pass time by playing Questions, impersonating other characters, and interrupting each other or remaining silent for long periods of time.

The Book Thief by Markus Zusak

Death himself narrates the story of Liesel, a German girl left with foster parents just before the outbreak of World War II. Along the way to her new home with her younger brother, he dies; after the funeral, Liesel steals *The Gravedigger's Handbook*, though she cannot yet read. It's only the first of what will become a series of book thefts. As she settles in with her harsh but caring foster mother, Rosa, and kind foster father, Hans, Liesel gets to know her poor neighborhood and learns to read. Her obsession with books grows as the war closes in, rationing is put in place, air raids begin, and Hans hides a Jewish man in the basement. Through it all, Death travels the Earth, taking in more and more souls every day.

WHAT IS ANNOTATING?

- It is the significant and meaningful interaction with the text.
- It is a tool you can use to improve reading comprehension and remember the assigned text.
- It allows you to get the most out of a reading assignment and pay attention to details.
- It provides a foundation of information to use for further analysis and discussion.

Directions:

1. As you read, record significant reflections, thoughts or questions next to the specific passages you wish to comment about. Annotations are expected throughout the entire book.
2. You will want to pay close attention to key scenes, themes, symbolism, characters and language as you read and annotate. Please see the list of items to focus on.
3. You may underline and/or highlight; however, this will not be sufficient enough to prepare you for class discussion and you will not be given points for this.
4. If you can't fit all your comments/observations within the pages of the novel, you may write them on a separate sheet of paper. Make sure you reference every annotation to a specific page. You may also choose to use sticky notes. Please keep in mind that if you do an alternative note taking system you are still responsible for bringing a copy of the novel to class the entire time the text is being studied.
5. Please focus on the quality of the annotations, and not just the amount or quantity.
6. Annotations taken directly or paraphrased from outside sources (internet, books, etc.) will not be accepted. Annotations must be original and authentic.

Items you will want to mark while you read:

- Literary elements (symbolism, theme, foreshadow, characterization, character types, etc.)
- Figurative language (similes, metaphors, personification, etc.)
- Plot elements (setting, mood, conflict, etc.) Please no summaries.
- Diction (effective or unusual word choice)
- Syntax (placement of words, patterns, punctuation and mechanics, etc.)
- Images (striking imagery that helps create meaning)
- Essential questions with answers or solutions
- Connection of ideas and concepts
- Point of view and narration

Sample Annotation

The Journey

By Mary Oliver

After reading, could be titled "Your Journey"

One day you finally knew what you had to do, and began, though the voices around you kept shouting their bad advice— though the whole house began to tremble and you felt the old tug at your ankles. "Mend my life!" each voice cried. But you didn't stop. You knew what you had to do, though the wind pried with its stiff fingers at the very foundations, though their melancholy was terrible. It was already late enough, and a wild night, and the road full of fallen branches and stones. But little by little, as you left their voices behind, the stars began to burn through the sheets of clouds, and there was a new voice which you slowly recognized as your own, that kept you company as you strode deeper and deeper into the world, determined to do the only thing you could do— determined to save the only life you could save.

Repetition of "you" throughout. Is it an authoritative "you" or more personal and intimate?

What could "old tugs" be? - guilt, memories, past

personification: holding us back

Purpose: Listen to your inner voice.

Could represent or symbolize life's demands.

Indicates a stop or pause. Important statement to follow

Tone: strident, confident and determined

Annotation Guide

Use the following guide for annotating your book. Write notes in the margins, highlight, and/or use sticky notes. The purpose of annotating is to "get close" to the reading. Be consistent. If you follow these steps, you can expect to get the full experience out of reading. By using this guide, you will refrain from summarizing the book and you will begin to annotate.

1. **Character List (highlight this evidence in pink)** - Create a list of characters on a piece of paper that you keep in the front of your book or do it on the inside front cover. As you are introduced to a character, write down the character, a short description, and pages of textual evidence that you find of characterization. Remember characterization can be direct or indirect. It can be something the character says or does, or it can be the way others treat the character or what they say about the character.

In order to find textual evidence and draw conclusions about each character on your list, ask yourself:

- What are some facts you know about the character?
- How do you see the character?
- How does this character affect the story?
- What life lessons can we learn from this character?

2. **Plot Analysis**-Use post-it notes to mark different elements of the novel's plot. You should include the Exposition, Rising Action, Conflicts, Climax, Resolution, and Point of View. (We know what the point of view is, but think about the age of Maya and how that affects the story.) Don't just label the post-it note. Write what the exposition is, all the rising action, etc. Think about how the plot elements affect the story.

3. **Vocabulary**-Underline words that you are unfamiliar with that affect the understanding of the story. Look up the words and write the definition in the margin. Also, underline any words that you find important to the story.

4. **Setting (highlight in blue)**

You will want to be sure to keep track of any descriptions, happenings, or behaviors that are indicative of the story's setting. Ask yourself:

- What significance does this have to the story?

5. **Figurative Language (highlight example in green)** -You will want to pay special attention to the many example of figurative language in the book. You will want to look for examples of similes, metaphors, symbols, motifs, alliteration, allusions, aphorism, dialect (Vernacular), irony...Remember to ask yourself and make note of what type of figurative language it is and how it affects the story.

6. **Imagery (highlight in yellow)**- Remember that Imagery is vivid descriptive details used figuratively. Consider the following as you discover imagery:

- What picture is created in your mind by the imagery?
- What sense does it evoke?
- How does it affect the story?

7. **Themes (highlight in purple)**-As you read through the novel, you will discover several themes emerging. As you read look for quotes, incidents, character, etc. that exemplify these issues. You will want to look for things that offer insight into the author's point of view on these issues. Also, pay close attention to the characters and where they fall in relation to these subjects? Label what theme the quotes exemplify.

Then ask yourself:

- How are these issues portrayed throughout the novel?
- What life meanings are brought to our attention using the novel's stance on these issues?
- What is the author saying about _____?

CORNELL NOTES

A Research-Based Method for Ensuring:

- **Student Accountability:** for recording learning in a meaningful way & interactive way
- **21st Century Learning Skills:** it forces critical thinking and creative communication
- **Classroom Routines:** establishes an easily maintained culture of inquiry & interaction
- **Higher Order Thinking:** it requires students to analyze & synthesize information
- **Increase Retention Rates:** it has been proven to dramatically increase your students ability to remember what they have learned over time... when used with fidelity.

Topic:	Name:	Date:
	Class:	Period:
<p>Step 2: Cues (Reduce)</p> <p>When: During class but after the lecture, activity or discussion</p> <p>What: Reduce learning to the essential facts & ideas</p> <p>How (make lists):</p> <ul style="list-style-type: none"> • Facts • Key ideas • Important words • Pivotal phrases • Questions <p>Why: Students can not recall everything and need to filter out the most important ideas, concepts and questions.</p>	<p>Step 1: Notes (Record)</p> <p>When: During class lecture, discussion or activity</p> <p>What: Record as many facts and ideas from the lesson as possible</p> <p>How:</p> <ul style="list-style-type: none"> • Bullets, phrases and pictures • Avoid sentences and paragraphs • Develop abbreviations and symbols • Leave space between points to add information later <p>Why: Students need to record the learning in a method that is meaningful to them before they can do anything with it.</p>	
<p>Step 3: Summary (Reflect & Review)</p> <p>When: At the end of class, after class for homework or as a warmup at the start of the next class</p> <p>What: Synthesis that reviews and summarizes the main ideas from the lesson</p> <p>How (in complete sentences, answer questions such as the following):</p> <ul style="list-style-type: none"> • "Why is this information important?" • "What conclusions can I make from this information?" • "How can this information be applied?" <p>Why: Summarizing and reviewing information after it is learned is one of the best research based strategies for ensuring long term retention of any content or skill.</p>		



Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

Topic: _____

Name: _____

Class: _____ Period: _____

Date: _____

Essential Question:

Page #

Questions/Main Ideas:

Notes:

Summary:

