

Middle School 2020 Summer Reading Assignment

There are two parts to the summer reading assignment for Middle School. Read and complete the instructions for both. These two assessments are due on the first day of school (Tuesday, September 1, or TBA), in language arts class. They will be assessed and will be part of the first unit's proficiency assessments. Please see the **rubric** below for more specific instructions.

Part 1

Choose ONE of the books from the list below and read it. Be prepared to discuss your book in a small group at the first days of school in August. We have a few copies of these books to borrow. You can check them out during the summer at the High School front desk.

1. The Boy in the Striped Pajamas, by John Boyne (1000 Lexile level)

Berlin, 1942: When Bruno returns home from school one day, he discovers that his belongings are being packed in crates. His father has received a promotion and the family must move to a new house far, far away, where there is no one to play with and nothing to do. A tall fence stretches as far as the eye can see and cuts him off from the strange people in the distance. But Bruno longs to be an explorer and decides that there must be more to this desolate new place than meets the eye. While exploring his new environment, he meets another boy whose life and circumstances are very different from his own, and their meeting results in a friendship that has devastating consequences.

2. All American Boys, by Jason Reynolds and Brendan Kiely (770 Lexile level)

A 2016 Coretta Scott King Author Honor book, and recipient of the Walter Dean Myers Award for Outstanding Children's Literature.

Two teens—one black, one white—grapple with the repercussions of a single violent act that leaves their school, their community, and, ultimately, the country bitterly divided by racial tension. 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?

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.

3. *Godless*, by Pete Hautman (640 lexile level) National Book Award winner

"Why mess around with Catholicism when you can have your own customized religion?" Fed up with his parents' boring old religion, agnostic-going-on-atheist Jason Bock invents a new god -- the town's water tower. He recruits an unlikely group of worshippers: his snail-farming best friend, Shin, cute-as-a-button (whatever that means) Magda Price, and the violent and unpredictable Henry Stagg. As their religion grows, it takes on a life of its own. While Jason struggles to keep the faith pure, Shin obsesses over writing their bible, and the explosive Henry schemes to make the new faith even more exciting -- and dangerous. When the "Chutengodians" hold their first ceremony high atop the dome of the water tower, things quickly go from merely dangerous to terrifying and deadly. Jason soon realizes that inventing a religion is a lot easier than controlling it, but control it he must, before his creation destroys both his friends and himself.

4. *A Land of Permanent Goodbyes*, by Atia Abawi (760 Lexile level)

In a country ripped apart by war, Tareq lives with his big and loving family . . . until the bombs strike. His city is in ruins. His life is destroyed. And those who have survived are left to figure out their uncertain future. In the wake of destruction, he's threatened by Daesh fighters and witnesses a public beheading. Tareq's family knows that to continue to stay alive, they must leave. As they travel as refugees from Syria to Turkey to Greece, facing danger at every turn, Tareq must find the resilience and courage to complete his harrowing journey. But while this is one family's story, it is also the timeless tale of all wars, of all tragedy, and of all strife. When you are a refugee, success is outliving your loss.

5. *The Outsiders*, by S.E. Hinton (750 Lexile level)

No one ever said life was easy, but Ponyboy is pretty sure that he's got things figured out. He knows that he can count on his brothers, Darry and Sodapop. And he knows that he can count on his friends—true friends who would do anything for him, like Johnny and Two-Bit. But not on much else besides trouble with the Socs, a vicious gang of rich kids whose idea of a good time is beating up on "greasers" like Ponyboy. At least he knows what to expect—until the night someone takes things too far.

"The Outsiders transformed young-adult fiction from a genre mostly about prom queens, football players and high school crushes to one that portrayed a darker, truer world." —*The New York Times*

Part 2

Choose TWO OTHER books to read. Please choose a book that is appropriate for your reading level. (No graphic novels please.) There are several good websites where you can find award winning and bestselling young adult books. Here are just a few:

- Young Adult Library Services Association (YALSA)
- National Public Radio (NPR) Best Young Adult Novels
- TIME Magazine: The Best Young-Adult Books of All Time

1. **For one of your choice books**, please write a **one-paragraph summary**. Include information about the characters, setting, main themes, genre and plot. Please be sure to write a summary of the book, *don't* simply retell the story. Be concise and to the point. Please do not write more than ONE paragraph.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics.

2. For your **second** book, please choose and **complete one of the following responses**:

Writing Based Projects:

1.) Write **JOURNAL ENTRIES**: Imagine you are the main character in your book. Write three journal entries, one towards the beginning of the book, one during the middle and one towards the end. Your purpose will be to write about *specific events* or *experiences* and to explore your thoughts and feelings about these events. As the main character, describe what is happening to you and *your feelings* about what is happening. Your piece must be a minimum of 500 words.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics.

2.) Write a **NEWSPAPER ARTICLE**: Imagine that you are a newspaper reporter. Write a newspaper article based on an imaginary interview you had with the main character. Begin your story with an attention-getting headline and a strong opening. Put the important answers to the 5 W's and H questions (who, what, where, when, why and how) in the opening sentence of the story. State your facts clearly, describing who did what to whom, when things happened and how they happened. Your piece must be a minimum of 500 words, please.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics

Art/Music Based Projects:

3.) Create a **COLLAGE** that might be found hanging in the bedroom of ONE of your book's characters. Your collage must be at least 8 x 10 inches in size and contain at least **12** different, visible images that relate to the text. Explain (minimum 250 words, please) each of the items you selected to put in your collage. Tell why you chose that image or item, and what it symbolizes.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics, TSA 4G Artistic Expression

4.) Create an **ORIGINAL BOARD GAME** based on the book. Be prepared to present your game to the class and explain how to play it.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4G Artistic Expression

5.) Create a **TIMELINE** of your book. Include **TEN major events** in the book with a creative illustration, and commentary (a short paragraph) about the event.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics, TSA 4G Artistic Expression.

6.) Write and illustrate a **PICTURE BOOK** based on the characters and events in the book. Your book must be a minimum of 250 words please. Your illustrations should be related to the book and completely fill the pages.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics, TSA 4G Artistic Expression

7.) Illustrate your story as a **POSTER** or **BOOK COVER**. Include images that relate to the book and completely fill an 8 x 10 (minimum) sized paper. Include information about the setting, the main characters, the plot, the themes and what you learned from the story or why you liked or disliked it. Your piece must be a minimum of 250 words, please.

Proficiencies assessed: TSA 1A: Analyze Text, TSA 4D: Mechanics, TSA 4G Artistic Expression

Original Project

8.) Do you have an **ORIGINAL IDEA** for a project? Please email me, Marcy Innes, at minnes@sharonacademy.net.

Rubric

Gateway Standard:	STARTING	PROGRESSING	MEETING	EXCEEDING
<p>TSA 1A: ACQUIRE-Analyze Text</p>	<ul style="list-style-type: none"> · Identifies central idea or message with guidance · Identifies a summary statement 	<ul style="list-style-type: none"> · Describes central idea or message most of the time · Summarizes most of the main points in their own words, sometimes with unnecessary details 	<ul style="list-style-type: none"> · Explains central idea or message with relevant supporting details · Summarizes the main points objectively (for example, using all 5 W's) 	<ul style="list-style-type: none"> · Explains the central idea or message in their own words, acknowledging different interpretations · Summarizes in their own words and elaborates as needed · Draws complex connections between ideas, and offers supportive evidence
<p>TSA 4D: COMMUNICATION-Written Style and Mechanics</p>	<p>Identifies correct use of some of the following:</p> <p>Punctuation Capitalization Comma usage Spelling/Typos Subject/verb agreement Sentence structure Transition words Identifies appropriate, helpful vocabulary</p>	<p>Practices using most of the following correctly:</p> <p>Punctuation Capitalization Comma usage Spelling/Typos Subject/verb agreement Sentence structure Transition words Practices using appropriate helpful vocabulary</p>	<p>Consistently uses the following correctly:</p> <p>Punctuation Capitalization Comma usage Spelling/Typos Subject/verb agreement Sentence structure Transition words and phrases Accurately uses appropriate, helpful vocabulary</p>	<p>With precision, uses the following correctly:</p> <p>Punctuation Capitalization Comma usage Spelling/Typos Subject/verb agreement Sentence structure A variety of transition words and phrases Use of vocabulary is sophisticated</p>

<p>TSA 4G: COMMUNICATION- Artistic Expression</p>	<p>Craftsmanship:</p> <ul style="list-style-type: none"> • Identifies artistic qualities and elements of design with guidance • Follows directions to begin creating <p>Expression: Develops an idea with guidance</p>	<p>Craftsmanship:</p> <ul style="list-style-type: none"> • Practices artistic qualities and elements of design • Follows directions and identifies the effect of attention to detail has on the work <p>Expression: Develops pieces of an original idea</p>	<p>Craftsmanship:</p> <ul style="list-style-type: none"> • Applies artistic qualities and elements of design • Demonstrates attention to detail in the service of the assignment <p>Expression:</p> <ul style="list-style-type: none"> • Develops and expresses original ideas 	<p>Craftsmanship:</p> <ul style="list-style-type: none"> • Demonstrates refined and sophisticated understanding of application of design elements • Demonstrates attention to detail that enhances the assignment's goal • Considers how different media affect expression of intended message <p>Expression: Refined and sophisticated implementation using original and unique ideas with a high degree of healthy risk taking or improvisation in the process</p>
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