

# East Orange School District

Rising Grades 6 – 8 Required Summer



Student Packet  
Summer 2016

## Importance of Summer Reading

The “summer slide” is the tendency for students to lose some of the academic gains they made during the school year. Many students fall behind during the summer unless they are given the attention and resources to continue the learning process during these pivotal summer months.

Having access to books and other educational resources during the summer reinforces reading fluency, comprehension, vocabulary and writing; all critical to improving and maintaining a student’s academic success. Those who lack the opportunity to read, write, think and participate in book discussions, will continue to fall behind every summer; consequently, making the achievement gap too great to close.

Did you know that summer reading could improve:

- Reading and Writing Proficiencies
- Building of Vocabulary skills
- Development of Grammar
- Increase Test Scores
- Enjoyment of Reading

All of these fundamentals are vital for students to be considered to be college bound and career-ready.

## Rising Grades 6, 7, 8 Course-Level Requirements

- Core Levels: 6,7,8                      (1) literature/fiction & (1) informational/nonfiction
- Honors Levels: 6,7,8                    (2) literature/fiction & (2) informational/nonfiction

We encourage students to review their choices with their parents. Some texts may contain mature content and language; however, all selections are CCSS aligned and identified as exemplar texts.

## Deadlines, Assignments & Assessment

**All books must be read by TUESDAY, SEPTEMBER 6, 2016.**

On TUESDAY, SEPTEMBER 6, 2016, students will be required to hand in their dialectical reading journal(s) they have kept while reading the assigned books. During the week of September 6, 2016, students will participate in class discussions and take a short

assessment on asterisked (\*/\*\*) texts/articles. Then, students will begin work on their first essay pertaining to their summer readings.

Due to the shift to the new Common Core curriculum, some levels will be reading the similar texts (*i.e.*: CCSS RL.9-10). We hope that this will foster more discussion in the classrooms, a closer reading of the texts, and will help to unify the curriculum.

### Dialectical Journaling

The term “dialectic” is defined as, “The art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations within the text you are reading over the summer. The process is meant to help you develop a better understanding of the text while reading. Use your journal to incorporate your personal responses to the text. This can include your ideas and thoughts about the theme(s), tone and purpose of the text. This strategy is a useful way to process what you’re reading, prepare for class/group discussion, and gather textual evidence for your Literary Analysis assignments. The procedures for maintaining your dialectical journal are attached; therefore, it is pertinent to follow this process thoroughly.

### Grading Criteria

Students are expected to participate in class discussions and submit their dialectical journal(s) on Tuesday, September 6, 2016. Required summer reading will count as one test grade in the student’s first quarter average. Extra credit reading will also count as one test grade.

### Books, Articles & Resources

Local libraries and area bookstores (Barnes and Noble) have been sent copies of the summer reading lists. Students may wish to check used bookstores for bargains, trade books among themselves, and preview or purchase books by visiting [www.amazon.com](http://www.amazon.com) or [www.bn.com](http://www.bn.com). Articles can be downloaded or printed from the attached websites/hyperlinks.

## Rising Grade 6 Summer Reading List

### REFERENCE:

(\*) = Identified as Core & Honors required reading

(\*\*) = Identified as Honors ONLY required reading

### Classic Literature/Fiction

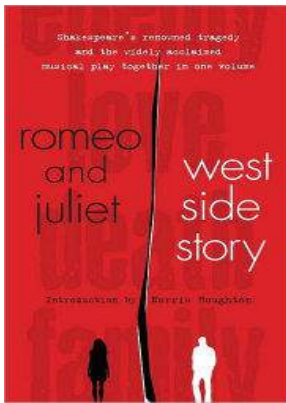
#### Rising Grade 6

\*Romeo and Juliet/West Side Story by Shakespeare, Laurents, Bernstein, Sondheim

**Lexile Level: 880**

**Content Connection: English Language Arts**

Overview: The tragedy of love thwarted by fate has always intrigued writers. In the sixteenth century, William Shakespeare took this theme and fashioned one of the world's great plays: *Romeo And Juliet*. In our own time, Shakespeare's drama has been used as a basis for the overwhelmingly successful musical play *West Side Story*. Though one of these works is set among the nobility of



Verona, and the other among immigrant families of New York's West Side, both tell the story of the plight of young star-crossed" lovers.

"Poets and playwrights will continue to write of youthful lovers whom fate drives into and out of each other's lives. The spectacle will always trouble and move us, even as the two dramas in this volume do today."

\*\*Poetry Speaks Who I Am with CD: Poems of Discovery, Inspiration, Independence, and Everything Else by Elise Paschen

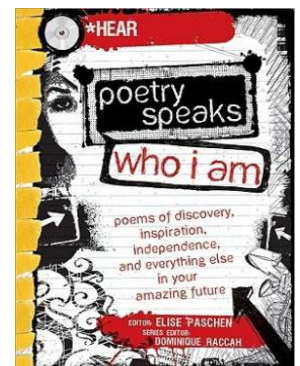
**Lexile Level Range: 880-900**

**Content Connection: English Language Art, Visual & Performing Arts**

Overview: Poetry Speaks Who I Am is filled with more than 100 remarkable poems about you, who you are, and who you are becoming. Dive in-find the poem you love, the one that makes you angry, the one that makes you laugh, the one that knocks the wind out of you, and become a part of Poetry Speaks Who I Am by adding your own inside the book.

Included is a CD on which you'll hear 44 poems, 39 of which are original recordings. You'll hear poets both classic and contemporary, well-known and refreshingly new, including:

- Dana Gioia expresses the hunger of a "Vampire's Serenade"
- Elizabeth Alexander waits for that second kiss in "Zodiac"
- Langston Hughes flings his arms wide in "Dream Variation"



## D'Aulaires' Book of Greek Myths by Ingri d'Aulaire (Extra Credit)

**Lexile Level: 1010**

**Content Connection: English Language Arts, World History, Visual & Performing Arts**

Overview: In print for over fifty years, *D'Aulaires Book of Greek Myths* has introduced generations to Greek mythology—and continues to enthrall young readers. Here are the greats of ancient Greece—gods and goddesses, heroes and monsters—as freshly described in words and pictures as if they were alive today:

- Powerful Zeus, king of the gods, with his fistful of thunderbolts
- Hermes, mischievous trickster and messenger of the gods
- Gray-eyed Athena, goddess of wisdom and battle strategy
- The monstrous Minotaur, slain by brave Theseus
- Snake-haired Medusa the gorgon, turning enemies to stone with her steely stare
- Hercules the mightiest, part mortal, part god

These and other equally magnificent figures parade across the pages, their heroic deeds and petty squabbles illuminated in full dimension.

## Middle School: The Worst Years of My Life by James Patterson (Extra Credit)

**Lexile Level: 700**

**Content Connection: English Language Arts**

Overview: James Patterson's winning follow-up to the #1 *New York Times* bestseller *Middle School, The Worst Years of My Life*—which the *LA Times* called "a perfectly pitched novel"—is another riotous and heartwarming story about living large.

After sixth grade, the very *worst* year of his life, Rafe Khatchadorian thinks he has it made in seventh grade. He's been accepted to art school in the big city and imagines a math-and-history-free fun zone. *Wrong!* It's more competitive than Rafe ever expected, and to score big in class, he needs to find a way to turn his boring life into the inspiration for a work of art. His method? Operation: Get a Life! Anything he's never done before, he's going to do it, from learning to play poker to going to a modern art museum. But when his newest mission uncovers secrets about the family Rafe's never known, he has to decide if he's ready to have his world turned upside down.

## Informational/Nonfiction

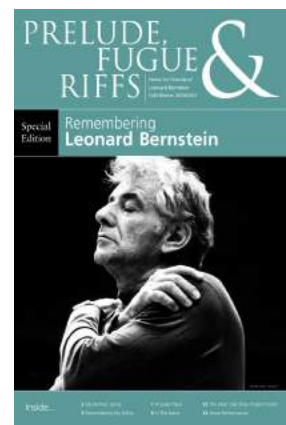
### **Rising Grade 6**

**\*Prelude, Fugue & Riffs – New for Friends of Leonard Bernstein – Celebrating 50 Years of West Side Story**

**Lexile Level: 1000**

**Content Connection: English Language Arts**

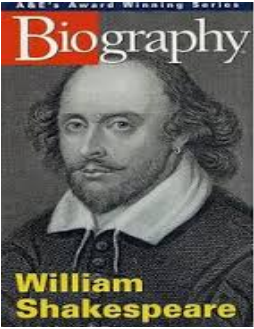
[http://www.leonardbernstein.com/pfr/pfr\\_2007FallWinterFINAL.pdf](http://www.leonardbernstein.com/pfr/pfr_2007FallWinterFINAL.pdf)



Excerpt: How can something be as fresh, as brilliant, as explosively urgent as “West Side Story,” and be 50 years old? How can this brand new idea for the American theatre have been around for half a century?

### **\*\*William Shakespeare Biography**

**Lexile Level: 1180**



#### **Content Connection:**

<http://www.biography.com/people/william-shakespeare-9480323>

Overview: William Shakespeare, often called the English national poet, is widely considered the greatest dramatist of all time.

### **Greek Mythology – Ancient History (Extra Credit)**

**Lexile Level: 1090**

**Content Alignment: English Language Arts, World History**

[http://www.history.com/topics/ancient-history/greek-mythology#section\\_3](http://www.history.com/topics/ancient-history/greek-mythology#section_3)

Overview: “Myth has two main functions,” the poet and scholar Robert Graves wrote in 1955. “The first is to answer the sort of awkward questions that children ask, such as ‘Who made the world? How will it end? Who was the first man? Where do souls go after death?’...The second function of myth is to justify an existing social system and account for traditional rites and customs.” In ancient Greece, stories about gods and goddesses and heroes and monsters were an important part of everyday life. They explained everything from religious rituals to the weather, and they gave meaning to the world people saw around them.



## Rising Grade 7 Summer Reading List

### REFERENCE:

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(\*\*) = Identified as Honors ONLY required reading

### Classic Literature/Fiction

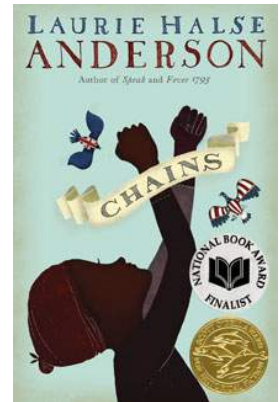
#### Rising Grade 7

\*Chains by Laurie Halse Anderson

**Lexile Level: 780**

**Content Connection: English Language Arts, US History I**

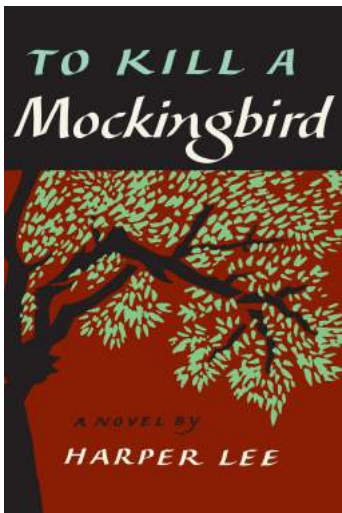
Overview: As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight...for freedom. Promised freedom upon the death of their owner, she and her sister, Ruth, in a cruel twist of fate become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets Curzon, a slave with ties to the Patriots, he encourages her to spy on her owners, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to Ruth, Isabel realizes her loyalty is available to the bidder who can provide her with freedom.



\*\*To Kill a Mockingbird by Harper Lee

**Lexile Level: 790**

**Content Connection: English Language Arts, US History I**



Overview: Harper Lee's Pulitzer Prize-winning masterwork of honor and injustice in the deep South—and the heroism of one man in the face of blind and violent hatred. One of the best-loved stories of all time, *To Kill a Mockingbird* has been translated into more than forty languages, sold more than forty million copies worldwide, served as the basis for an enormously popular motion picture, and was voted one of the best novels of the twentieth century by librarians across the country. A gripping, heart-wrenching, and wholly remarkable tale of coming-of-age in a South poisoned by virulent prejudice, it views a world of great beauty and savage inequities through the eyes of a young girl, as her father—a crusading local lawyer—risks everything to defend a black man unjustly accused of a terrible crime.

## Little Women by Louisa May Alcott (Extra Credit)

**Lexile Level: 1010**

### **Content Connection:**

Overview: Meg, Beth, Amy, and Jo are four sisters growing up in America during the Civil War. Each girl struggles with a personality trait - Meg is vain; Jo, short-tempered; Beth, shy; and Amy, self-centered. As the girls try to make the best of life while their father is away at war, through their creativity and love for one another, they are able to enjoy the good moments and endure the hard times. Join the girls on their heartfelt journey to becoming better sisters and better friends.

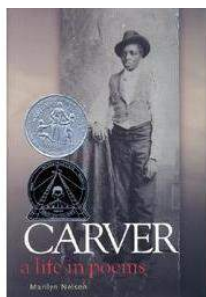
## Middle School: Get Me Out of Here! by James Patterson (Extra Credit)

**Lexile Level: 700**

### **Content Connection: English Language Arts**

Overview: After sixth grade, the very *worst* year of his life, Rafe Khatchadorian thinks he has it made in seventh grade. He's been accepted to art school in the big city and imagines a math-and-history-free fun zone. *Wrong!* It's more competitive than Rafe ever expected, and to score big in class, he needs to find a way to turn his boring life into the inspiration for a work of art. His method? Operation: Get a Life! Anything he's never done before, he's going to do it, from learning to play poker to going to a modern art museum. But when his newest mission uncovers secrets about the family Rafe's never known, he has to decide if he's ready to have his world turned upside down.

## Informational/Nonfiction



### **Rising Grade 7**

**\*Carver: A Life in Poems by Marilyn Nelson**

**Lexile Level: 890**

### **Content Connection: English Language Arts, Early American History**

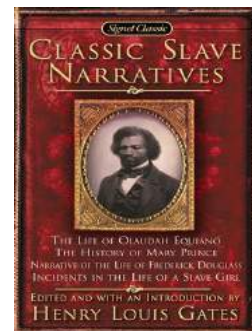
Overview: This collection of poems provides a lyrical account of the life of George Washington Carver, a man born into slavery who went on to head the agricultural department at the Tuskegee Institute. Illustrations.

**\*\*The Classic Slave Narratives by Henry Louis Gates, Jr.**

**Lexile Level: 1020**

### **Content Connection: English Language Arts, Early American History**

Overview: Henry Louis Gates, Jr., presents a seminal volume of four classic slave narratives, including the 1749 texts of *The Life of Olaudah Equiano*, the last edition corrected and published in his lifetime. The collection also includes perhaps the best known and most widely read slave narrative—*Narrative of the Life of Frederick Douglass*, as well as two narratives by women: *The History of Mary Prince: A West Indian Slave*, and *Incident in the Life of a Slave Girl*, written by Harriet Jacobs as Linda Brent. This edition also features an updated introduction by Professor Gates.



Elijah of Buxton by Christopher Paul Chris (Extra Credit)

**Lexile Level: 1070**

**Content Connection: English Language Arts, US History II**

Overview: Newbery Medalist and CSK Award winner Christopher Paul Curtis's debut middle-grade/young-YA novel for Scholastic features his trademark humor, compelling storytelling, and unique narrative voice. Eleven-year-old Elijah is the first child born into freedom in Buxton, Canada, a settlement of runaway slaves just over the border from Detroit. He's best known for having made a memorable impression on Frederick Douglass, but that changes when a former slave steals money from Elijah's friend, who has been saving to buy his family out of captivity in the South. Elijah embarks on a dangerous journey to America in pursuit of the thief and discovers firsthand the unimaginable horrors of the life his parents fled—a life from which he'll always be free, if he can find the courage to get back home.



## Rising Grade 8 Summer Reading List

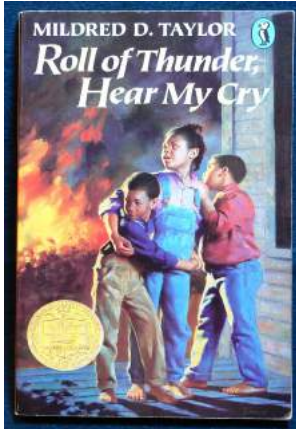
### REFERENCE:

(\*) = Identified as Core & Honors required reading

(\*\*) = Identified as Honors ONLY required reading

### Classic Literature/Fiction

#### Rising Grade 8



\*Roll of Thunder, Hear My Cry by Mildred D. Taylor

**Lexile Level: 980**

**Content Connection: English Language Arts, US History II**

Overview: Why is the land so important to Cassie's family? It takes the events of one turbulent year—the year of the night riders and the burnings, the year a white girl humiliates Cassie in public simply because she is black—to show Cassie that having a place of their own is the Logan family's lifeblood. It is the land that gives the Logans their courage and pride, for no matter how others may degrade them, the Logans possess something no one can take away.

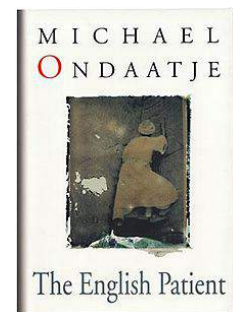
"The vivid story of a black family whose warm ties to each other and their land give them strength to defy rural Southern racism during the Depression. Entirely through its own internal development, the novel shows the rich inner rewards of black pride, love, and independence despite the certainty of outer defeat.

\*\*The English Patient by Ondaatje, Michael

**Lexile Level: 1000**

**Content Connection: English Language Arts, US History II**

Overview: With ravishing beauty and unsettling intelligence, Michael Ondaatje's Booker Prize-winning novel traces the intersection of four damaged lives in an Italian villa at the end of World War II. Hana, the exhausted nurse; the maimed thief, Caravaggio; the wary sapper, Kip: each is haunted by the riddle of the English patient, the nameless, burned man who lies in an upstairs room and whose memories of passion, betrayal, and rescue illuminate this book like flashes of heat lightning..



## The Boy in the Striped Pajamas (Extra Credit)

**Lexile Level: 1030**

**Content Connection: English Language Arts, US History II**

Overview: 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 from their home to a new house far far away, where there is no one to play with and nothing to do. A tall fence running alongside stretches as far as the eye can see and cuts him off from the strange people he can see 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 to his own, and their meeting results in a friendship that has devastating consequences.

## The Help by Kathryn Stockett (Extra Credit)

**Lexile Level: 730**

**Content Connection: English Language Arts, Early American History**

Overview: Aibileen is a black maid in 1962 Jackson, Mississippi, who's always taken orders quietly, but lately she's unable to hold her bitterness back. Her friend Minny has never held her tongue but now must somehow keep secrets about her employer that leave her speechless. White socialite Skeeter just graduated college. She's full of ambition, but without a husband, she's considered a failure. Together, these seemingly different women join together to write a tell-all book about work as a black maid in the South, that could forever alter their destinies and the life of a small town.

## Informational/Nonfiction

### **Rising Grade 8**

**\*Unbroken by Laura Hillenbrand**

**Lexile Level: 1010**

**Content Connection: English Language Arts, Modern History**

Overview: On a May afternoon in 1943, an Army Air Forces bomber crashed into the Pacific Ocean and disappeared, leaving only a spray of debris and a slick of oil, gasoline, and blood. Then, on the ocean surface, a face appeared. It was that of a young lieutenant, the plane's bombardier, who was struggling to a life raft. So began one of the most extraordinary odysseys of the Second World War.

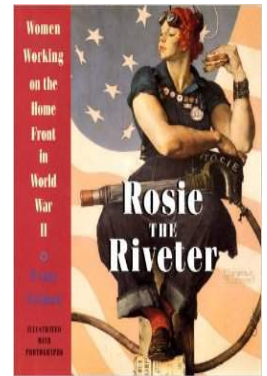


**\*\*Rosie the Riveter: Women Working on the Home Front in World War II**

**Lexile Level: 1060**

**Content Connection: English Language Arts, Modern History**

Overview: Now in paperback—the award-winning account of how 18 million women, many of whom had never before held a job, entered the work force in 1942-45 to help the United States fight World War II. Their unprecedented participation would change the course of history for women, and America, forever.



**I Have a Dream by Dr. Martin Luther King, Jr. (Extra Credit)**

**Lexile Level: 1130**

**Content Connection: English Language Arts, Modern History**

<https://www.archives.gov/press/exhibits/dream-speech.pdf>

Overview: Along with Abraham Lincoln's Gettysburg Address, delivered one hundred years earlier, Martin Luther King, Jr.'s "I Have a Dream" speech is one of the most memorable in U.S. history. It was delivered on the steps of the Lincoln Memorial in Washington, D.C., on August 28, 1963, where nearly a quarter of a million people gathered for a March for Jobs and Freedom to urge Congress and President John F. Kennedy to pass a national civil rights bill.

GET IN THE GAME  
**READ**

## Reading Activity

### Dialectical Journaling:

The term “dialectic” means “*the art or practice of arriving at the truth by using conversation involving question and answer.*” Think of your dialectical journal as a series of conversations with the texts while reading. The process is meant to help you develop a better understanding of the texts you read. Use your journal to incorporate your personal responses to the texts and your ideas about the theme of the text. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for the text.

### Dialectical Journal Procedure:

1. As you read each paragraph or page, underline the main ideas and record it in the left-hand column and write a brief summary of each page in your journal. It is important to include the page number for referencing and evidence of citation.
2. In the right-hand column, write your ideas, insights, questions, reflections, and comments in response to the text on the page. See example below.
3. You **must** label your responses using the following codes:
  - (Q) **Question** – ask about something in the passage that is unclear
  - (C) **Connect** – make a connection to your life, the world, or another text
  - (P) **Predict** – anticipate what will occur based on what’s in the passage
  - (CL) **Clarify** – answer earlier questions or confirm/disaffirm a prediction
  - (R) **Reflect** – think deeply about what the passage means in a broad sense—not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
  - (E) **Evaluate** – make a judgment about what the author is trying to say

### Choosing Passages from the Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of literary devices
- Passages that remind you of your own life or something you’ve seen before,
- Structural shifts or turns in the plot,
- A passage that makes you realize something you hadn’t seen before,
- Examples of patterns: recurring images, ideas, colors, symbols or motifs,
- Passages with confusing language or unfamiliar vocabulary,
- Events you find surprising or confusing,
- Passages that illustrate a particular character or setting

## Responding to the Text:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

## Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

### **Sample Sentence Starters:**

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

## Higher Level Responses:

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

## Sample Dialectical Journal Entry:

Passages from the text. (Must quote at least 3-5 per reading chapter. Make sure to number them.)	Page #/¶	Each passage you quote or respond to must relate to one of the following codes above. (Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.)
1. "The yellow marks in my college textbooks...did not help	82/1	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.

<p>me very much.”</p> <p>2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate".</p>	<p>87/2</p>	<p>(C) It is harder to fake annotate-it almost takes more time.</p> <p>(R) People are prone to find the easy way to do something. Since there's really no easy way to annotate-fake or real-it makes sense to really read and think about the texts.</p> <p>(Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?</p>
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Have a good  
Summer!