Nazarene Christian Academy
Middle School Summer Reading Program for 6th, 7th, and 8th Grade

Do not let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity. (1 Timothy 4:12)

Today a reader, tomorrow a leader. (W Fusselman)

There is no substitute for books in the life of a child. (Mary Ellen Chase)

A book is a garden, an orchard, a storehouse, a party, a company by the way, a counselor, and a multitude of counselors. (Henry Ward Beecher)

Choose **one** book from the attached list that you <u>HAVE NOT</u> read.

Important Things to Note:

1. Begin your reading as soon as possible. The longer you wait, the more overwhelming it gets.
2. The ultimate goal of reading in the summer is to get you to enjoy the written word.
3. The assignment is due on the first day of the school year. You must submit a book report in order to get full credit.
4. You may type the assignment if you wish using Times New Roman font only.
5. Included are informative tips on how to improve vocabulary and writing skills, and the reading process.
6. You are required to do a report on the book you chose. There are 3 Book Report Styles you can choose from. You are required to use one of the three styles. They are included in the packet.

GRADING

➢ This project is due on the first day of school.
➢ This project should be 1-2 pages.
➢ The final grade will count as a test grade.
➢ The attached rubric will be used to grade your project.

Writing a Book Report

Book reports can take on many different forms. Three types of effective book reports are plot summaries, character analyses, and theme analyses. Please choose **ONE** report form to create your project. Writing a book report helps you practice giving your opinion about different aspects of a book, such as the author's use of description or dialogue.

No matter what type of book report you decide to write, however, there are a few basic elements you need to include in order to convey why the book you read was interesting. Always include the following elements in any book report:

- the type of book report you are writing
- the title of the book
- the author of the book
- the time when the story takes place
- the location where the story takes place
- the names and a brief description of each of the characters you will be discussing
- many quotations and examples from the book to support your opinions

Option #1: Plot Summary

When you are writing a plot summary for your book report you don't want to simply retell the story. You need to explain what your opinion is of the story and why you feel the plot is so compelling, or unrealistic, or silly. It is the way you analyze the plot that will make this a good report. Make sure that you use plenty of examples from the book to support your opinions. Try starting the report with a sentence similar to the following: The plot of *I Married a Sea Captain*, by Monica Hubbard, is interesting because it gives the reader a realistic sense of what it was like to be the wife of a whaling captain and live in Nantucket during the 19th century.

A. Introduction
   a. This paragraph includes general information, such as the author and the title of the book as well as what type of book it is (fiction, biography, information, etc.).
   b. Include your main/controlling idea and opinion (See example above).
B. Summary
   a. These paragraphs should include a general summary of the book with special attention to the plot elements that support your main/controlling idea.
C. Conclusion
   a. This paragraph includes a brief restatement of your main/controlling idea and opinion, and a few closing remarks.

Option #2: Character Analysis

If you choose to write a character analysis, you can explore the physical and personality traits of different characters and the way their actions affect the plot of the book.

- Explore the way a character dresses and what impression that leaves with the reader.
- What positive characteristics does the character possess?
- Does the character have a "fatal flaw" that gets him/her into trouble frequently?
- Try taking examples of dialogue and analyzing the way a character speaks. Discuss the words he/she chooses, and the way his/her words affect other characters.
- Finally, tie all of your observations together by explaining the way the characters make the plot move forward.

Try starting the report with a sentence similar to the following: In the novel *Charlotte's Web*, by E. B. White, Templeton the rat may seem like an unnecessary character but his constant quest for food moves the plot forward in many ways.

A. Introduction
   a. This paragraph includes general information, such as the author and the title of the book as well as what type of book it is (fiction, biography, information, etc.).
   b. Include your main/controlling idea and opinion (See example above).
B. Summary
   a. These paragraphs should include examples with quotations that further prove your main idea about the character is well-founded. It should also strive to provide new insight to the chosen character beyond what is described in the book.
C. Conclusion
   a. This paragraph includes a brief restatement of your main/controlling idea and opinion, and a few closing remarks.

Option #3: Theme Analysis

Exploring the themes (or big ideas that run throughout the story) in a book can be a great way to write a book report because picking a theme that you care about can make the report easier to write. Try bringing some of your thoughts and feelings as a reader into the report as a way to show the power of a theme. Before you discuss your own thoughts, however, be sure to establish what the theme is and how it appears in the story.

- Explain exactly what theme you will be exploring in your book report.

- Use as many examples and quotations from the book as possible to prove that the theme is important to the story.

- Make sure that you talk about each example or quotation you've included. Make a direct connection between the theme and the example from the book.

- After you have established the theme and thoroughly examined the way it affects the book, include a few sentences about the impact the theme had upon you and why it made the book more or less enjoyable to read.

Try starting the report with a sentence similar to the following: In the novel *Roll of Thunder Hear My Cry*, by Mildred Taylor, the theme of racial prejudice is a major catalyst in the story.

A. Introduction
   a. This paragraph includes general information, such as the author and the title of the book as well as what type of book it is (fiction, biography, information, etc.).
   b. Include your main/controlling idea and opinion (See example above).
B. Summary
   a. These paragraphs should include examples with quotations that further prove your main idea surrounding the themes of the book are well founded. It should also strive to provide new insight beyond what is clearly stated in the book.
C. Conclusion
   a. This paragraph includes a brief restatement of your main/controlling idea and opinion, and a few closing remarks.

No matter what type of book report you decide to write, make sure that your writing is clear and expressive and that you include examples from the book to support your opinions. Book reports may seem disconnected from your other school work, but they help you learn to summarize, compare and contrast, and make predictions and connections.

Middle-School Rubric for Expository Writing

Name:_____

	My Score	Teacher Score
Organization & Progression (On Topic, Flows Smoothly)		
• The introduction and conclusion establish the controlling idea, and every part of the paper supports that controlling idea. • Ideas in the paper are logically organized and presented in a way that clearly supports the controlling idea.	4	4
• The controlling idea of the paper is fairly clear, but is presented in a formulaic manner. • Ideas in the paper are mostly logical, although at times the organizational structure of the paper is weak.	3	3
• The paper contains a controlling idea, but it is not clear and focused. • The ideas are not presented in a logical manner, and the organizational structure of the paper is often confusing.	2	2
• The controlling idea of the paper is not clear at all, and the paper is often off topic. • There is no organizational structure in the way the ideas are presented in the paper.	1	1
Development of Ideas (Details & Elaboration)		
• Very clear and well-presented facts and details clearly and consistently support the controlling idea of the paper.	4	4
• Facts and details are provided to support the controlling idea, but important information is either unclear or left out.	3	3
• Facts and details are present, but they don't really support the controlling idea. Facts and details are often formulaic.	2	2
• Very few facts or details present in the paper. No evidence to support the controlling idea is provided.	1	1
Use of Language / Conventions & Grammar		
• Writer's word choice and language is clear, concise, and appropriate to the expository writing task. • Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.	4	4
• Writer's word choice and language is mostly clear and unambiguous, and the tone of the paper is appropriate. • Writer shows moderate command of grammar with occasional spelling and grammar mistakes.	3	3
• Writing is formulaic and simple, and the tone is not appropriate to the expository writing task.	2	2
• Writing is vague and confusing. Sentences are simple and awkward. • Writer makes many grammar and spelling mistakes.	1	1

points	grade
12	100
11	94
10	88
9	82
8	76
7	70
6	64
5	58
4	52

Total Score:

Grade:

Notes:

Summer Reading Book List for 6th, 7th & 8th Grade:

Little Men by Louisa Alcott

Sounder by William Howard Armstrong

The Secret Garden by Frances Hodgson Burnett

The Last of the Mohicans by James Fenimore Cooper

Robinson Crusoe by Daniel Defoe

Adventures of Sherlock Holmes by Sir Arthur Conan Doyle

The Diary of a Young Girl by Ann Frank

Cheaper by the Dozen by Frank B and Ernestine Gilbreth

The Wind in the Willows by Kenneth Grahame

Across Five Aprils by Irene Hunt

A Wrinkle in Time by Madeleine L'Engle

The Lion, the Witch, and the Wardrobe by C.S. Lewis

White Fang by Jack London

Anne of Green Gables by L.M. Montgomery

The Yearling by Marjorie Kinnan Rawlings

The Light in the Forest by Conrad Richter

The Bronze Bow by Elizabeth George Speare

Heidi by Johanna Spyri

The Red Pony by John Steinbeck

Treasure Island by Robert Louis Stevenson

The Hiding Place by Corrie ten Boom

The Adventures of Huckleberry Finn by Mark Twain

The Prince and the Pauper by Mark Twain

Journey to the Centre of the Earth by Jules Verne

The Swiss Family Robinson by Johann David Wyss

Additional Books for Grades 6th, 7th and 8th Grade:

Adams, Richard, WATERSHIP DOWN
Adamson, Joy, BORN FREE
Aldrich, Bess Streeter, A LANTERN IN HER HAND
Bagnold, Enid, NATIONAL VELVET
Brink, Carol Ryrie, CADDIE WOODLAWN
Bronte, Charlotte, JANE EYRE
Buck, Pearl, THE GOOD EARTH
Burnford, Sheila, THE INCREDIABLE JOURNEY
Cleaver, Bill and Vera, WHERE THE LILIES BLOOM
Collier, James and Christopher, MY BROTHER SAM IS DEAD
Cooper, James Fenimore, THE DEERSLAYER
Crane, Steven, THE RED BADGE OF COURAGE
Dickens, Charles, DAVID COPPERFIELD, OLIVER TWIST and A TALE OF TWO CITIES
Dodge, Mary Mapes, HANS BRINKER
Dumas, Alexandre, THE COUNT OF MONTE CRISTO and THE THREE MUSKETEERS
Farley, Walter, THE BLACK STALLION
Forbes, Esther, JOHNNY TREMAIN
Fox, Paula, SLAVE DANCER
Gipson, Fred, OLD YELLER
Green, Bette, SUMMER OF MY GERMAN SOLDIER
Hautzig, Esther, THE ENDLESS STEPPE
Holm, Ann, NORTH TO FREEDOM
Hunt, Irene, UP THE ROAD SLOWLY
Keith, Harold, RIFLES FOR WATIE
Keller, Helen, THE STORY OF MY LIFE
Kipling, Rudyard, CAPTAINS COURAGEOUS
Lee, Harper, TO KILL A MOCKINGBIRD
London, Jack, THE CALL OF THE WILD
Marshall, Catherine, CHRISTY
Meader, Stephen, SHADOW IN THE PINES
Morey, Walt, GENTLE BEN
O'Dell, Scott, THE HAWK THAT DARE NOT HUNT BY DAY and SING DOWN THE MOON
O'Hara, Mary, MY FRIEND FLICKA
Paterson, Katherine, JACOB HAVE I LOVED
Pyle Howard, MEN OF IRON
Schaefer, Jack, SHANE
Sewell, Anna, BLACK BEAUTY
Sheldon, Charles, IN HIS STEPS
Steinbeck, John, THE PEARL
Swift, Jonathan, GULLIVER'S TRAVELS
Wallace, Lew, BEN HUR
Wells, H.G., THE WAR OF THE WORLDS