



8th-Grade Summer Reading



Hello, Rising 8th Graders!

I am Professor Reilly, and I will have the privilege of being your 8th-grade ELA teacher! This summer reading assignment will get us started next year and keep you reading over the summer! Students will read **2 novels** minimum over the summer. **Each novel will be accompanied by a short writing assignment.**

Your Choice!

- You must select **two** novels to read.
- The novels you select must come from the reading list below.
 - [Summer Reading List list \(CLICK HERE\)](#)
- If you would like to read a book that is not on this list, please email Professor Reilly for confirmation.

When you select your novels, I ask that you **focus on the types of books and topics that you really enjoy reading and think about why you like them.** We plan to open the year with a small project about our relationship to reading and share with one another some of the meaningful books that have shaped us.

While it is important to choose books that you enjoy this summer, **your choices should be books that challenge you** as well. Pick books that will help you to grow and learn more about yourself! **Your choices should also be books that you are reading for the first time.**

★ Writing Assignment

Choose one of the following activities to complete for each novel you read. Students should be finishing 2 activities total.

Fiction:

1. Create an “Instagram profile” for one of the characters in the novel. Your profile should contain a bio, and at least 6 images (drawn by you or pulled from online) with captions. Your images should represent traits of the character and things they might do (See template attached).
2. Write a series of Twitter or Snapchat posts (at least 10) from the perspective of one of the main characters in your novel. The posts should mirror the events of the story.
3. Write two diary entries. One from the perspective of the protagonist and one from the perspective of the antagonist in the story, centering around one event in the story. Each diary entry should be 6-8 sentences minimum and show the distinct point of view of that character. (One entry for the protagonist, one for the antagonist)

4. Write a letter to the author responding to the text. What did you like about it? Do you think it's a good book for a middle school student to read? Would you recommend it to your friends? What questions do you have for the author? This letter should be a well developed paragraph (10-12 sentences minimum).

Non-Fiction:

1. (Biography) Create a resume for the subject of the biography. Your resume should include the following sections: Education, work experience, interests and hobbies. You can find sample resumes online.

2. What have you learned from reading this text? How did this text broaden your perspective? What are you more interested in after reading this text? Your writing should be a well developed paragraph (10-12 sentences minimum).

3. How can you relate this text to current events going on today? Make at least three text-to-world connections and explain them in detail. Your writing should be a well developed paragraph (10-12 sentences minimum).

4. Write a letter to the author responding to the text. What did you like about it? Do you think it's a good book for a middle school student to read? Would you recommend it to your friends? What questions do you have for the author? This letter should be a well developed paragraph (10-12 sentences minimum).

****This assignment will be collected during the first week of school. Please type your assignment if possible. Details on submission will be given during the first week of school****

****Use the scaffolds and resources provided below to assist you with your assignments****

****If you are having any issues with this assignment, contact Professor Reilly right away:
loereilly@columbiasecondary.org****

“Have a wonderful summer! I look forward to discussing these stories and topics at the beginning of the next school year!” - Professor Reilly.

Useful Scaffolds:

[Instagram/Twitter/Snapchat](#)

Paragraph Outline

1. Claim/ Topic Sentence (Answer the question in one clear, direct sentence that includes a “because” clause).
2. Context 1- transition from your main idea into your first piece of evidence. This might not be a whole sentence—it’s a bridge between your main idea and your evidence.
3. Evidence/Quote 1– Tell the reader something that happened in a book, a movie, in history, or in current events.
4. Analysis Explanation 1 – What does this evidence mean?
5. Analysis Connection 1 – What does this piece of evidence have to do with the claim you made in your topic sentence?
6. Context 2:
7. Evidence 2:
8. Analysis Explanation 2 – What does this evidence mean? :
9. Analysis Connection 2 – What does this piece of evidence have to do with the claim you made in your topic sentence?:
10. Conclusion – Wrap up your ideas in one concise, concluding sentence: