

Reading Selections

6th: Adventure/Journey

Mandatory:

- *Where the Red Fern Grows* by Wilson Rawls

Student Choices (select ONE):

- *Tuck Everlasting* by Natalie Babbitt
- *Esperanza Rising* by Pam Munoz Ryan
- *Walk Two Moons* by Sharon Creech
- *The Magician's Nephew* by C.S. Lewis

Introduction to Summer Reading

The summer reading assignment at THS is an important means for students to keep their critical reading and thinking skills sharp from one year to the next. Students will have the opportunity to engage in the readings as a foretaste of the academic expectations of the next grade level, to strengthen their understanding of literary elements, and to articulate their own ideas about the literature that derive from the results of their own reading and thinking rather than that of secondary sources (i.e. Cliff Notes, End Notes, Schmoop, etc.). Students will work at their own pace, which can renew the joy of reading and help them practice important time management skills needed during the school year. Finally, the summer reading assignment serves to spark classroom conversations about the literature and to generate ideas for essays, projects, or other summative assessments over the literary works.

To help students in this endeavor, we make the following recommendations for completing the summer reading assignment:

- Read the entire text before answering the specific questions in order to understand the full plot and character development rather than reading solely to answer the questions.
- After reading the books, answer the questions within a week so as not to forget details.
- Prior to the beginning of the school year, review the content of each book and reread your journal responses to refresh your knowledge of plot and characters.

Summer Reading Assignment Details

Students in 6th-8th grades will complete a Critical Response Journal for both summer reading books using the following criteria:

- Students will answer the five questions specific to the mandatory reading for their grade level. In addition, they will select five general questions to answer for the student choice reading book.
- All journal entries should be neatly hand-written or typed and stapled together with a cover sheet on front indicating the student's name and grade level.
- Minimum length of journal responses for each question:
 - 6th grade: 50 words
 - 7th grade: 75 words

- 8th grade: 100 words
- Each journal response should be labeled with the title of the book and the specific question being answered.
- Students are expected to use their own ideas and to demonstrate their understanding of the books by completing this assignment. Therefore, students should NOT consult internet and/or other sources of information about the books in order to avoid plagiarism, which includes but is not limited to:
 - cutting and pasting information or answers from an internet source
 - copying information or answers from any source other than the book itself
 - paraphrasing the ideas of or altering the words of other sources

Due dates for the summer reading assignments:

- Friday, August 16 for students enrolled prior to the first day of school
- Friday, August 30 for students enrolled on or after the first day of school (mandatory reading selection only, answering the five specific questions)

Grading Policy for Summer Reading Assignment:

- Formative Assessment Grade of the Critical Response Journal, based on the following:
 - Thorough, substantial responses that include specific details and references to the books
 - Accuracy of plot and character—correctly identify the actions of the story and the characters involved
 - GUMS: grammar, usage, mechanics, and spelling
 - Following directions
- Summative Assessment Grade during the 1st Quarter as determined by each teacher

Mandatory Questions for *Where the Red Fern Grows* (Answer ALL questions.)

1. In the story, the author describes what Billy does to buy his dogs. How are the virtues of perseverance, courage, hope and faith illustrated by Billy's actions? Describe a situation when you or someone you know had to make sacrifices or special effort to obtain something important.
2. Refer back to the scene when Billy encounters the Pritchard boys. What did this scene tell you about the characters of Rubin and Billy? Using clues from the text, tell how the author created the mood that something bad might happen to Billy and his dogs. Were you startled by what happened to Rubin? Why or why not? How did this experience affect Billy? Why do you think it was an important event for the plot of the story?
3. This story takes place during a time period known as the Great Depression. First, look up some facts about this time period in our history and list five things that you think are interesting or important about it. Next, tell *where* this story take place? How do both the time period and location affect Billy and his family? How do they help the author create the events for the story?
4. How do you relate to Billy's story? For example: do you feel that the struggles Billy overcame as a young boy were believable? Why or why not? Do you think that this story is important or just an entertaining pastime? Do you think that you learned anything about your own life struggles and challenges? Explain your answer.

5. The beginning of the book introduces the reader to the main character as an adult. For what purpose do you think that the author began the novel in this way? How does the author connect the theme of hope with the “adult” Billy from the beginning of the book and the memory of his dogs at the end of his story?

General Questions for Student Choice Book (Select five questions to answer.)

1. How does the title relate to the book? In your discussion, provide specific details to show how the title reflects characters, settings, events, symbols, or other ideas present in the novel or play.
2. Give an example of a specific turning point in the novel or play. Explain the importance of this event.
3. What objects, characters, or places function as symbols in the novel or play? Identify three symbols and explain the meaning and significance of these symbols.
4. What broader social issues does the author address in the book, for example, class conflicts, poverty, prejudice, etc.? How do these issues affect the plot and characters? Provide specific examples to support your answer.
5. Select a major or minor character from the novel or play and describe this character’s motivations. Why does he or she act in this manner? Does the character undergo any changes during the course of the story?
6. What specific experiences, struggles, or conflicts of the characters in the work are relevant to our own experiences in the 21st century? What makes these particular experiences universal?
7. Examine the characters’ actions: do they act with free will, directing their own lives, or do they act according to fate, unable to determine their own lives? Provide specific examples from the novel or play to support your answer.
8. Describe the setting (both time and place) of the novel or play. How does the setting contribute to the main ideas (themes) presented in the work?
9. Most writers use irony—a discrepancy between what we expect to be true or to happen and what actually is true or does happen—to draw attention to important ideas or themes in their works. Cite an example of irony in the novel or play and explain the important idea it reveals.
10. What moral or ethical choices do the main characters make in the novel or play? Describe the impact these decisions have on the character him or herself as well as others involved in the plot.