

**CAMPUS: All Boerne ISD Middle Schools**  
**COURSE: 8th Grade Pre-AP English**

**PRE-AP/AP SUMMER READING ASSIGNMENT PURPOSE**

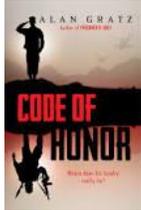
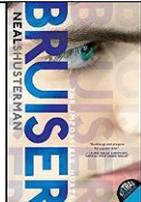
Boerne ISD believes that the key to being a great reader is to read extensively, and the key to being a great writer is through exposure to great writing. Reading is not solely reserved for the school year; lifelong learning stems from becoming a lifelong reader. Summer provides time to enjoy uninterrupted reading that allows students to absorb and contemplate ideas from their reading experience in preparation for beginning of the school year literary discussions. Summer reading and the subsequent in-class assignments give students a strong foundation to build upon as they move through the Pre-AP/AP English Language Arts program.  
ELAR Secondary Coordinator: Jayne M. Burton [Jayne.Burton@boerneisd.net](mailto:Jayne.Burton@boerneisd.net)

**Welcome to 8<sup>th</sup> Grade Pre-AP English Language Arts and Reading!**

8<sup>th</sup> grade Pre-AP English Language Arts and Reading (ELAR) classes require students to read one novel chosen from the selections below during summer break. Students will complete the annotation assignment, the response prompts, and be prepared to use the novel and their annotations when we return to classes in August to complete additional assignments and discussions. Pre-AP English Language Arts and Reading students will use and build upon their summer reading experience throughout the entire school year.

All annotations will be made either directly in the novel or using sticky notes, therefore it is important to have a physical copy of the novel rather than a digital copy. It is the responsibility of the student and parent/guardian to make the appropriate selection.

**Titles:**

<p><b><i>Code of Honor</i> by Alan Gratz</b> Kamran Smith has it all. He's the star of the football team, dates the most popular girl in school, and can't wait to enlist in the Army like his big brother, Darius. Although Kamran's family hails from Iran, Kamran has always felt 100% American. Accepted. And then everything implodes. Darius is accused of being a terrorist. Kamran refuses to believe it, but the evidence is there -- Darius has been filmed making threats against his country, hinting at an upcoming deadly attack. Kamran's friends turn on him -- suddenly, in their eyes, he's a terrorist, too. Kamran knows it's up to him to clear his brother's name. In a race against time, Kamran must piece together a series of clues and codes that will lead him to Darius -- and the truth. But is it a truth Kamran is ready to face? And is he putting his own life at risk?</p>	
<p><b><i>The Girl I Used to Be</i> by April Henry</b> When Olivia's mother was killed, everyone suspected her father of murder. But his whereabouts remained a mystery. Fast forward fourteen years. New evidence now proves Olivia's father was actually murdered on the same fateful day her mother died. That means there's a killer still at large. It's up to Olivia to uncover who that may be. But can she do that before the killer tracks her down first?</p>	
<p><b><i>Bruiser</i> by Neal Shusterman</b> <i>Bruiser</i> is told through the alternating points of view of three teenagers, Tennyson, Bronte, and Brewster. Tennyson is not happy about his sister dating the school bully, Brewster, whom everyone calls Bruiser. But, as Tennyson gets to know Brewster better, he finds out an astonishing secret that Brewster doesn't want anyone to know. Tennyson's discovery of this secret has unintended consequences for all three.</p>	

**8th Grade BISD Middle School Pre-AP English  
2019 Summer Reading Annotation Guide and Reader Responses**

**PLEASE FINISH READING THE NOVEL AND HAVE ALL ANNOTATIONS READY FOR THE FIRST DAY OF CLASS IN AUGUST, 2019. Please see the rubric on page 5.**

As part of your summer reading assignment, you will annotate your required text as you read and complete two typed responses. Reader response prompts and annotation instructions are on page 3.

Annotating keeps the reader engaged with the text. While you are reading, use one or more of these strategies to mark the book and include your thoughts and questions. You may use sticky notes or write in the margins for your annotations, whichever method works for you. Your teacher will review your annotations for a grade and ask you to apply them to specific assignments at the beginning of the year and as a reference point as you build your annotation skills throughout the year.

The focused purpose of your reading is to discover how the author develops the theme of the novel through development of conflicts and their resolutions.

**Your essential guiding question is:**

**How does the author of the novel develop the central theme through the development and resolution of conflict? Keep this focus in mind as you create your annotations.**

**Theme**—is the central idea or message the author repeats throughout the novel. It is important not to confuse a theme of a literary work with its subject. Subject is a topic that acts as a foundation for a literary work, while a theme is an opinion expressed on the subject. For example, an author might start with the subject of war for a novel, but the theme of the novel might be about the importance of seeking peace.

1. The actions or events in the story are used to suggest theme. People naturally express ideas and feelings through their actions. Authors think about what an action will "say." In other words, how will the action express an idea or theme?
2. Themes are presented in thoughts and conversations. Authors put words in their character's mouths only for good reasons. One of these is to develop a story's themes. The things a person says are much on their mind. Look for thoughts that are repeated throughout the story.
3. Themes are expressed and emphasized by the way the author makes us feel. By sharing feelings of the main character you also share the ideas that go through his mind.
4. Themes are suggested through the characters. The main character usually illustrates the most important theme of the story. A good way to get at this theme is to ask yourself the question, what does the main character learn in the course of the story?

**Conflict** – tension, problems, or struggles between conflicting forces.

**Internal Conflict** – problem or struggle within a character's inner thoughts or emotions – all occurring in their mind.

**External Conflict** – a problem or struggle between one character and *either*: another character, force of nature, society, or an opposing fate.

Common conflicts:

- A person in opposition to another person (*external conflict*)
- A person refusing to accept fate (*external conflict*)
- An internal battle involving contradictory forces within a character (*internal conflict*)
- A person fighting against the forces of nature (*external conflict*)
- A person refusing to accept some aspect of his or her society (*external conflict*)

### **Reader Response Prompts:**

The following responses should be typed and printed. You will turn your responses in to your teacher along with your annotated novel on the first day of classes in August, 2019.

1. Discuss how the character's internal and/or external conflict influences his or her actions throughout the novel?
2. Create two appropriate theme statements that correlate to the overall understanding of your novel. Use text evidence to support your theme statements.

### **Things to Remember....**

- All responses should be complete sentences with proper spelling and mechanics.
- Answers to the prompts should be typed and printed; please be sure to type the question as well.
- Text evidence = direct quotations with page numbers
- Times New Roman or Century Gothic
- 12 pt font

### **Annotation strategies:**

1. Star any passages that are very important: events, decisions, or cause and effect relationships.
2. Underline any sentences that made you think or appealed to you and describe your thinking.
3. Circle/highlight words that are unfamiliar or make a list of them in the back of the book.
4. Put a question mark by areas that you were confused about or did not fully understand.
5. Bracket any sentences that demonstrate either direct or indirect characterization or show how a character's traits, motivations, actions, or reactions affect the plot of the story.

### **Requirements for annotations:**

1. Write comments about your thoughts about and reactions to each character. This will help you get a sense of how the author is using the character to build the theme.
2. Write comments about the characters' actions, reactions, motivations, conflicts, realizations, and/or changes as the story develops in relation to the theme.
3. Write comments about how the author develops the theme; how do you, as the reader, begin to understand the theme?
4. Write comments about conflicts in the story and think about how the characters' qualities affect the conflicts and the resolution. How do the conflicts develop the theme over the course of the novel?
5. Write several annotations per chapter. (See rubric.)

**\*Plagiarism:** In order to fully prepare our students for expectations at the collegiate level, plagiarism of any kind is unacceptable. Please refer to the following link for guidance: <http://www.indiana.edu/rvwts/pamphlets/plagiarism.shtml>. There are many resources available online, at the library, and in bookstores.

## Annotation Rubric

### **Advanced: (100)**

- Text has been thoroughly annotated with meaningful questions, observations, and reflections of the content as well as the writing; variety of insights marked for discussion;
- Comments demonstrate analysis and interpretation - thinking beyond the surface level of the text. Thoughtful connections made to other texts, or other events throughout the text.
- Comments accomplish a deeper understanding of plot through the analysis of characters.
- Consistent markings throughout text (not bunched).
- Each chapter has several annotations.
- **Turned in on the first day of class Fall Semester, 2019**

### **Proficient: (85)**

- Text has been annotated reasonably well with questions, observations, and/or reflections of the content.
- Comments demonstrate some analysis and interpretation - thinking somewhat beyond the surface level of the text. Attempts at making connections.
- Comments accomplish a variety of purposes.
- Some lapses in entries exist or entries may be bunched.
- Each chapter has at least two annotations.
- **Turned in on the first day of class Fall Semester, 2019**

### **Adequate: (70)**

- Text has been briefly annotated with questions, comments, observations, and/or reflections of the content or writing style.
- Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout.
- Entries may be sporadic.
- Each chapter has at least one annotation.
- **Turned in by first week of Fall Semester, 2019**

### **Inadequate: (50)**

- Text has been briefly annotated.
- Commentary is perfunctory. Little or no attempt to make connections.
- Not all chapters are annotated.
- **Turned in after first week of Fall Semester, 2019**

## Examples of Annotated Texts that Correspond with the Rubric

The examples on the next two pages are meant as samples only to demonstrate the quality of annotation, as described in the rubric. Please see the directions on page 1 and the details in the rubric (above) for further clarification.

### Advanced Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't— but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch

First Person Point of View from a teen "Greaser."

Who is Paul Newman? Famous Actor 1950's (Setting)

Values a strong, tough reputation

main character accepts what he has been given in life

Identifies with "greasers" Hair is important to main char.

main character likes being alone at times

I wonder what it means to be a greaser. maybe like a gangster??

### PROFICIENT Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't— but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch

First Person Point of View  
Who is Paul Newman??

Character physical description — Nice looking.

main character identifies with "Greasers." which seems to be teens who live on the edge of main stream society.

[ADEQUATE]

Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't—but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

I had a long walk home and no company, but I usually lone it anyway, for no reason except that I like to watch

Don't know the name of main character.

Character description  
Hair is important.

Seems to like to be alone

[INADEQUATE]

Chapter 1

WHEN I STEPPED out into the bright sunlight from the darkness of the movie house, I had only two things on my mind: Paul Newman and a ride home. I was wishing I looked like Paul Newman —he looks tough and I don't—but I guess my own looks aren't so bad. I have light-brown, almost-red hair and greenish-gray eyes. I wish they were more gray, because I hate most guys that have green eyes, but I have to be content with what I have. My hair is longer than a lot of boys wear theirs, squared off in back and long at the front and sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut. Besides, I look better with long hair.

Character description