

8th Grade Summer Reading – Literature and English

White Fang

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Assignments:

1. **Objective Test:** Students will take an objective test (T/F, matching, and multiple choice) the first week of school. The test will not delve into theme or inferential questions.
2. **Reader Response Essay:** Students will begin writing the essay the first week of school using the chapter summaries, character list, and annotations information. The essay will follow RAPS and will be in MLA format. Students will be given instruction and guidance on these aspects in class during class time.

Annotation Guidelines:

- Underline/highlight important lines that deal with plot, character, and theme.
- (Parenthesis) or [brackets] – key speeches or descriptions that are too long to underline or highlight but are noteworthy
- Sidebar writing – marks (! & ?), notes or questions (foreshadowing), predictions (things you think will happen), and general comments (your connection to the characters and plot)

In addition:

- On the front cover (or a separate paper), in your own words, create a **character list** of all of the characters and a description of each. Hint: This is most easily compiled as you encounter the characters, providing an initial description. Then, in the middle, the end, or as you learn new information, go back and add to the initial information. In addition, note that secondary characters will not have as much of a description as primary characters.
- After each chapter, write a **chapter summary**, in your own words, recounting the **significant** things that happened in that chapter. This should be a good summation of the significant things that happened in that chapter. This information will aid you in writing the essay.

WHY? Why annotate? Annotations show *active, engaged* reading. They show that you've responded to the text with questions like *Who? Why? How?* and *What does that word mean?* or *"I bet this will happen."* It helps you come back to definitive descriptions of characters and important thematic quotes. It is also a good way to say, *"Oh, good sentence."* Reading is about hearing **and** seeing **and** feeling **and** comprehending **and** thinking critically **and** making connections to everything else you've ever read – all at the same time. If you struggle with reading, it is all the more reason to slow down, reread, and make sure you understand. Our motto for this year is: **"Good readers reread and good writers rewrite."**