



## 2017 Summer Reading Grade 8 English Language Learners

### Summer Reading Purpose Statement

Literacy involves reading, writing, speaking, listening and thinking. As we prepare our students for the skills needed to be successful in the 21<sup>st</sup> Century, it is important that we provide opportunities for our students to engage in the activities that will help to build this literacy skill set. Reading over the summer is a good way to practice English and prepare to participate in a shared literacy community in the fall.

### ELL Middle School Summer Reading Requirements

- ♣ Each student reads 2 books during the summer
- ♣ One book is chosen from the Grade 8 ELL list
- ♣ One book is chosen by the student to read and share with the class after school starts

By asking students to read over the summer, we believe that we can help to develop a lifelong habit of reading.

### Student Assignment

1. Select one book from the Grade 8 ELL list that matches your English Reading level.
2. Read the questions listed for each book, write the answers as best you can and be ready to talk about the books after school starts.
3. Choose another book to read, it does not have to be on the Grade 8 ELL list.
4. Have your parents sign the attached permission form to approve the book you chose. Return the permission form at the beginning of school.

**Assessment:** Information will be shared the first week of school. Any assessment will be less than 10% of the student's first quarter grade.

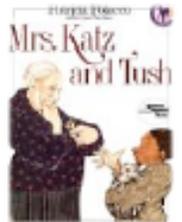
Your teacher may provide information about book sales before the end of school.

### Grade 8 ELL Summer Reading List

There is additional information and questions about each book on the following pages.

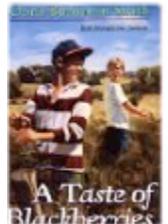
For Beginner ELL students:

*Mrs. Katz and Tush*  
by Patricia Polacco



For Intermediate ELL Students:

*A Taste of Blackberries*  
By Doris Buchanan Smith



For Advanced ELL Students:

*When*  
by Victoria Laurie

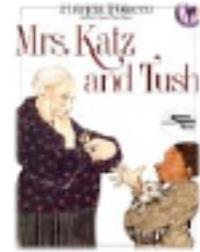


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Grade 8  
English Language Learners**

For Grade 8 Beginner ELL students:

***Mrs. Katz and Tush* by Patricia Polacco**

ISBN: 978-0440409366



**Summary:**

This story is the beginning of a long friendship between Mrs. Katz and her young African-American neighbor, Larnel, when he presents her with a scraggly kitten. On his daily visit to the elderly woman and her pet, they talk about Mrs. Katz's husband, her arrival in the United States from Poland, and the similar experiences of Jews and African-Americans. Larnel accompanies her to say kaddish at her husband's grave, and attends her Passover seder. When Tush has kittens, Mrs. Katz feels like a bubee (grandmother) at last.

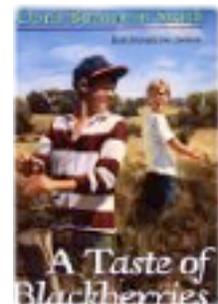
**Questions:**

1. Describe the friendship between Mrs. Katz and Larnel.
2. Why do you think Larnel likes to visit Mrs. Katz?
3. What does Larnel learn from this friendship?

For Grade 8 Intermediate ELL students:

***A Taste of Blackberries* by Doris Buchanan Smith**

ISBN: 978-0064402385



**Summary:**

In Smith's moving story, a prank ends in tragedy, and a boy must learn to live not only with the loss of a friend, but with the feeling that he could have prevented it.

**Questions:**

1. What could the character have done differently in this story?
2. Have you ever done anything you regret? Why?

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For Grade 8 Advanced ELL students:

***When* by Victoria Laurie**

ISBN: 978-1484701492



**Summary (from Amazon.com):**

Maddie doesn't have a choice. The forehead of every person she sees is marked by the shadowy digits of their deathdate. Her unique, innate skill often feels more like a curse than a gift, and Maddie grudgingly puts it to use identifying deathdates for the paying customers her mother reels in. It seems like a straightforward way to help support her family-until one client's young son goes missing on the exact date Maddie has pinpointed, and she gets pulled into a homicide investigation that turns her world upside down.

As more young people disappear and are later found murdered, suspicion swirls around Maddie. At once a suspect in the investigation, a target for the murderer, and a partner in a tantalizing dance with a boy who might be connected to it all, could Maddie also hold the key to cracking the case?

**Questions:**

1. One of the mysteries in *When* is who murdered Tevon. Were you surprised when you found out who it was? Which characters did you suspect along the way and why? Looking back, what foreshadowing clues did the author use that may have hinted at the answer? Support your response with evidence from the text.
2. Choose two of the main characters (Maddie, Mrs. Fynn, Agent Faraday, or Stubby) and discuss their characterization. How is the character described (both directly and indirectly)? What role does the character play in the novel and how does he or she relate to the other characters? With which character do you identify the most and why?
3. What gives Maddie strength through the novel? Discuss specific moments in the plot where you think she needs to be strong and what different factors contribute to her perseverance.
4. In the epilogue, Maddie says "If I knew for sure a death date couldn't be changed, I think I'd feel less guilty about my dad," but she also thinks if a death date could be changed, then she would finally be "more than just the messenger." After what happens with Mario's death date, how do you think Maddie feels at the end of the book about her ability? What do you think she will do with her ability in the future, if anything? Support your response with evidence from the text.



## Independent summer Reading Parent/Guardian Permission Form

All Dublin Middle School Language Arts students are required to read a book of their choice over the summer as part of our summer reading program. This book may be fiction or nonfiction, classic or contemporary, serious or funny.

**We would like students to consider books that will be appropriate for a school setting and sufficiently challenging in terms of reading level.** Students will have an opportunity to share this summer read with other students in the class during the first week of school.

**All students are expected to bring this permission form to their English teachers on the first day of school.**

Please print.

Student's name: \_\_\_\_\_

Title of the Book: \_\_\_\_\_

Author: \_\_\_\_\_

I have reviewed my student's Independent Choice Book and have determined that it is appropriate for my child's middle school Language Arts classroom and this assignment. I can verify that my child has completed the reading of this book.

Signature of the Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_