

Pre AP Summer Reading 2018: Grade 7
Willow Wood Junior High
Tomball ISD

Dear Students,

How delighted we are to have you in our Pre AP English/Language Arts program! We are looking forward to an enjoyable and successful 2018-2019 school year. As you are aware, reading is a skill that must be exercised, and the more we read, the better readers we become. During the summer, it is important for students to be engaged readers, and the Pre AP summer reading assignment is a requirement of students enrolled in Pre AP ELA courses in Tomball ISD. Below you will find a list of books that your campus has chosen for the summer reading assignment. Students shall select a book from this list to read during the summer. Upon returning to school in the fall, students will be engaged in inquiry circles with classmates who selected the same book. In order to be prepared to discuss the book in such a setting, students must read the book through a critical lens, make note of questions raised while reading, and be prepared to share insights and original observations discovered while reading.

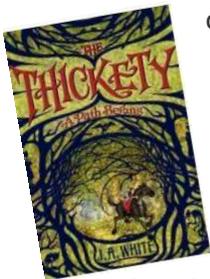
We realize that changes do occur during the summer, and sometimes students find themselves switching schools due to a recent move. **Should you find that you will be attending a different Tomball ISD school, please check with that campus for their reading list, as that campus may have a different reading list than what appears on this page.** That information can also be located at http://www.tomballisd.net/apps/pages/index.jsp?uREC_ID=308191&type=d&pREC_ID=711030

Required Text: You are expected to read one of the following novels and complete the assignment.

The Thicket: A Path Begins

J.A. White (2014)

The followers of the Path have left the sinful world behind to live in the isolated community of De’Noran, which is increasingly encroached upon by the Thicket, the domain of the forest demon Sordyr. Kara Westfall’s mother was executed for the crime of witchcraft, and now her family ekes out a living under the burden of the community’s suspicion. It falls to 12-year-old Kara to keep her sickly younger brother and dysfunctional father alive. She negotiates the treacherous road of a pariah, attempting to persuade a proto-Puritanical society that she is harmless, even while the dangerously addictive powers she has inherited from her mother well up within her. In this darkly imaginative debut, White creates a fantasy world with creatures that are anything but sweet—a cyclopean bird, a multi-mouthed horror—and, after a deceptively satisfying resolution, he unfurls a twist that will make readers want the next chapter of Kara’s story immediately.

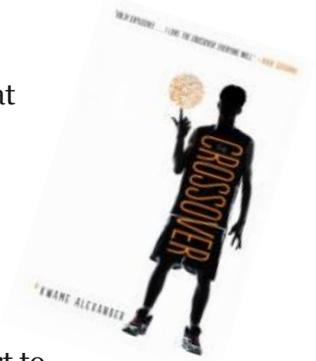


The Crossover

Kwame Alexander (2014)

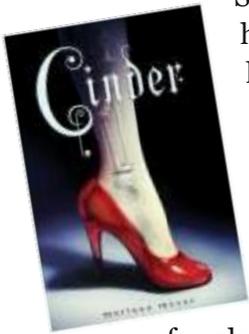
"With a bolt of lightning on my kicks . . . The court is SIZZLING. My sweat is DRIZZLING. Stop all that quivering. Cuz tonight I'm delivering," announces dread-locked, 12-year old Josh Bell. He and his twin brother Jordan are awesome on the court. But Josh has more than basketball in his blood, he's got mad beats, too, that tell his family's story in verse, in this fast and furious middle grade novel of family and brotherhood.

Josh and Jordan must come to grips with growing up on and off the court to realize breaking the rules comes at a terrible price, as their story's heart-stopping climax proves a game-changer for the entire family.



Cinder

Marissa Meyer (2012)



Sixteen-year-old Cinder is considered a technological mistake by most of society and a burden by her stepmother. Being cyborg does have its benefits, though: Cinder's brain interference has given her an uncanny ability to fix things (robots, hovers, her own malfunctioning parts), making her the best mechanic in New Beijing. This reputation brings Prince Kai himself to her weekly market booth, needing her to repair a broken android before the annual ball. He jokingly calls it "a matter of national security," but Cinder suspects it's more serious than he's letting on.

Although eager to impress the prince, Cinder's intentions are derailed when her younger stepsister, and only human friend, is infected with the fatal plague that's been devastating Earth for a decade. Blaming Cinder for her daughter's illness, Cinder's stepmother volunteers her body for plague research, an "honor" that no one has survived.

But it doesn't take long for the scientists to discover something unusual about their new guinea pig. Something others would kill for.

When You Reach Me

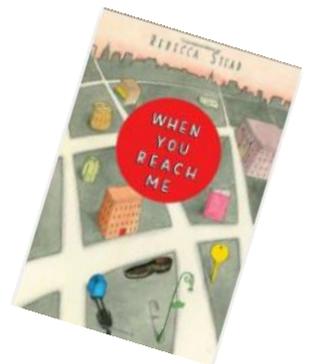
Rebecca Stead (2009)

Four mysterious letters change Miranda's world forever.

By sixth grade, Miranda and her best friend, Sal, know how to navigate their New York City neighborhood. They know where it's safe to go, like the local grocery store, and they know whom to avoid, like the crazy guy on the corner.

But things start to unravel. Sal gets punched by a new kid for what seems like no reason, and he shuts Miranda out of his life. The apartment key that Miranda's mom keeps hidden for emergencies is stolen. And then Miranda finds a mysterious note scrawled on a tiny slip of paper:

I am coming to save your friend's life, and my own.



I must ask two favors. First, you must write me a letter.

The notes keep coming, and Miranda slowly realizes that whoever is leaving them knows all about her, including things that have not even happened yet. Each message brings her closer to believing that only she can prevent a tragic death. Until the final note makes her think she's too late.

The following ideas are suggested in order to help students engage in **active reading**:

In his essay "How to Mark a Book," Mortimer Adler explains that reading is a "conversation between you and the author."

Adler writes: "Why is marking up a book indispensable to reading? First, it keeps you awake. (And I don't mean merely conscious; I mean awake.) In the second place, reading, if it is active, is thinking, and thinking tends to express itself in words, spoken or written. The marked book is usually the thought-through book. Finally, writing helps you remember the thoughts you had, or the thoughts the author expressed."

"There are all kinds of devices for marking a book intelligently and fruitfully. Here's the way I do it:

- Underlining (or highlighting): of major points, of important or forceful statements
- Vertical lines at the margin: to emphasize a statement already underlined
- Star, asterisk, or other doo-dad at the margin: to be used sparingly, to emphasize the ten or twenty most important statements in the book (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)
- Numbers of other pages in the margin: to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together
- Circling or highlighting of key words or phrases
- Writing in the margin, or at the top or bottom of the page, for the sake of: recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points through the book. If marking your book is not a possibility, there are some other options:
- You can use sticky notes. Place these on the pages/paragraphs where you would underline or highlight and write out your thoughts or ideas on the note.
- Write out notes on paper and keep the paper inside the book. Include page numbers with comments/notations so that you will remember what prompted your thinking.

Tomball ISD endorses a summer reading program for all students enrolled in advanced English courses grades 6-12. The selections on the summer reading list have been chosen to encourage the enjoyment of reading and to prepare students for the study of literature. All students registered for Pre-AP, AP, or Dual Credit courses are required to read specific books. Students will be involved in inquiry circles and other skill-building assignments during the first few weeks of the school year. These activities will comprise the first major grade of the school year.

Should any questions arise, please contact:

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