



# CORNERSTONE PREP SCHOOL

cornerstone-prep.com

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Parents of students entering 6<sup>th</sup> – 12<sup>th</sup> grade for the 2020-2021 school year:

The summer reading list for 2020 will also be available on our website. Students must choose one of the books listed for the grade they will enter in August. While reading the book, they will complete a double-entry journal and present an oral book report with a visual aid.

The double-entry journal and oral book report are due on the first day of school –Monday, August 10, 2020. If the assignments are not turned in, they will receive a zero.

**Please refer to the oral book report rubric for the summer reading assignment. I have included a copy in this packet and one will be made available on our school's website. The grading rubric will be the guide I use to grade their oral book reports and visual aids.**

Students are encouraged to research each book listed under their grade level and choose the book they find most interesting. Each student is responsible for obtaining the book they select. Condensed versions are not acceptable. We recommend ordering the book online at [amazon.com](https://www.amazon.com).

If you have questions, please email Erin Walter at [e.walter@cornerstone-prep.com](mailto:e.walter@cornerstone-prep.com).

# CornerStone Prep

## 2020 Summer Reading List

Please choose one of the books listed under your incoming grade for the 2020-2021 school year.

### Entering 6<sup>th</sup> Grade

*A Wrinkle in Time* – Madeleine L’Engle  
*Hatchet* – Gary Paulsen  
*Where the Red Fern Grows* – Wilson Rawls

### Entering 7<sup>th</sup> Grade

*White Fang* – Jack London  
*The Witch of Blackbird Pond* – Elizabeth George Speare  
*The Hobbit* – J.R.R. Tolkien

### Entering 8<sup>th</sup> Grade

*The Boy in the Striped Pajamas* – John Boyne  
*The Outsiders* – S. E. Hinton  
*Uglies* – Scott Westerfeld

### Entering 9<sup>th</sup> Grade

*A Tale of Two Cities* – Charles Dickens  
*Gathering Blue* – Lois Lowry  
*Night* – Elie Wiesel

### Entering 10<sup>th</sup> Grade

*Fahrenheit 451* – Ray Bradbury  
*To Kill a Mockingbird* – Harper Lee  
*Of Mice and Men* – John Steinbeck

### Entering 11<sup>th</sup> Grade

*Red Badge of Courage* – Stephen Crane  
*Their Eyes Were Watching God* – Zora Neale Hurston  
*1984* – George Orwell

### Entering 12<sup>th</sup> Grade

*Pilgrim’s Progress* (Modern English) – John Bunyan  
*Heart of Darkness* – Joseph Conrad  
*Pride and Prejudice* – Jane Austen

### Assignment

1. Students will keep a double-entry journal while they are reading their book this summer. They must have at least three entries per chapter. Please refer to the double-entry journal document for more details.
2. Students must prepare an oral book report with a visual aid to present to the class due the first day of school. Please refer to the oral book report document for more details.

## Double-Entry Journal Instructions

### What's the purpose of a double-entry journal?

The purpose of double-entry journal (DEJ) is to give you an opportunity to express your thoughts and become more involved with the material you encounter. You will need to complete double-entry journals for your reading assignments.

### How does it work?

Take a piece of paper and fold it in half. Write the direct quote and the page number on one side, and write your response on the other side. You must have at least three entries per chapter and your responses must be at least two complete sentences. Please indicate in the margins when a new chapter begins.

### What should I write?

Write your reactions to the quote that you chose. Your reactions can include your own opinions, disagreements, interpretations, events in your life that the quote reminds you of, comments about grammar, predictions, or guesses about the meaning of new words. The sky is the limit. In effect, you are talking back to the author or speaker as you write your responses.

### Why is a DEJ helpful?

Double-entry journals allow you to pick out the parts that **you** think are important and to ask the questions that **you** have, instead of doing exercises that the teacher has created. Journaling while you read will help to improve your comprehension and vocabulary. It will also help you remember the material better.

Direct Quote and Page #	Response
<b>Quote from the text</b> How to: "Quote text" (Author's Name Page Number).	<b>Visual commentary</b> (drawings, visual analogies, doodles)
<b>Quote from the text</b> Example: "Meg was sure it was not only imagination that made her feel that behind Mr. Jenkins' surface concern was a gleam of avid curiosity" (L'Engle 32).	<b>Reactions</b> ("This bugs, annoys, moves . . . me because . . ."), reflections ("I wonder if. . ."), musings ("Hmmm. . ."), questions ("I wonder why. . .") with possible answers ("Maybe because . . .")
<b>Quote from the text</b> Example: "Lennie asked, 'Do I still get to tend the rabbits?'" (Steinbeck 100).	<b>Connections</b> -Text to other text(s)—print, visual, aural -Text to self -Text to world
<b>Quote from text</b> Example: "We shall meet in the place where there is no darkness" (Orwell 25).	<b>Significance in relation to piece as a whole; relating part to whole.</b>
<b>Quote from text</b>	<b>Social Questions</b> (Race, class/wealth, gender issues)
<b>Quote from text</b>	<b>Literary Techniques</b> (metaphor, simile, personification irony, allusion, foreshadowing, etc.)
<b>Quote from text</b>	<b>Imitations or parodies of text's content or style.</b>
<b>Quotes from text</b>	<b>Ideas for your visual and oral book report</b>

## ORAL BOOK REPORT

Each student is required to present one oral book report based on the book he or she chose from the summer reading list.

### Presentation Information (3-5 minutes)

1. Book title and author
2. Main characters with description
3. Detailed summary
4. Discussion of literary elements presented in the novel (high school) or discussion of your favorite part of the book (middle school).
5. Visual aid chosen from the list below

### Visual Aid Options

Create your own book cover. Must include the title, author, small summary, and reviews from famous authors and celebrities. Be sure to include an original visual that is not a copy of the actual book cover. Use book covers to inspire your design.

Create a timeline on poster board of the book events. You must include original illustrations that depict the event as well as a description of the event.

Create a poster on poster board to advertise the book. It must include the book title, author's name, and an original tagline that you come up with to help advertise the book. Imagine that the poster will be seen in a book store.

Create a travel brochure, in a trifold pamphlet style, inviting guests to visit the setting of the book. Include activities they can do, sights they can see, and what type of people they might meet while visiting. Must include illustrations.

Create a newspaper for your book. Summarize the plot in one article, cover the weather in another, and write a feature on one of the more interesting characters in another. Include an editorial and a collection of ads that would be pertinent to the story.

Create a diorama depicting a 3-D scene from the book. Must include a card that explains what is happening in the scene along with the title and author.

## Oral Book Report Rubric

Content	Points Possible	Points Earned
<b>PRESENTATION</b>		
Book Title and Author	5	
Summary	20	
Main Characters	10	
Favorite part/Literary Elements	15	
Time Limit	5	
Eye Contact and Voice Projection	5	
Fluency	5	
Enthusiasm	5	
Body Language	5	
<b>VISUAL AID</b>		
Creativity	5	
Neatness and Organization	5	
Effort Shown	5	
Illustrations	5	
Book Title and Author Visible	5	
<b>Total points possible / Final Grade</b>	100	

Teacher notes: