

MOUNTAINSIDE SUMMER READING

2026



General Education and Honors:

GRADE 6

GRADE 7

GRADE 8

BOOK PROJECTS: GRADE 6

After reading one of the titles on the grade six book list, complete one of the three projects listed below. Before beginning your project, please carefully read the attached rubric to understand how your work will be evaluated. This project will be turned in to your 6th grade language & literature teacher at the beginning of the school year. Be thoughtful and creative.

Book Jacket

Make a new book jacket with an explanation and short pitch on why this should be adopted as the new cover.

Postcards

Write and design three postcards (front and back) that the main character could have either sent or received over the course of the novel.

Character's Playlist

Create a playlist of eight to ten songs that you believe the main character would select. Along with the title and artist of each song, include a statement of why the character would include this selection on their playlist and its connection to the novel's plot or character's emotion.



BOOK PROJECTS: GRADE 6 HONORS

After reading one of the titles on the grade six book list, complete one of the three projects listed below. Before beginning your project, please carefully read the attached rubric to understand how your work will be evaluated. This project will be turned in to your 6th grade honors language & literature teacher at the beginning of the school year. Be thoughtful and creative.

Letter Exchange

Create a letter exchange of at least four letters between characters in the novel, or write a series of self-reflective letters on what a character learned about himself/ herself, others, and life.

Postcards

Write and design three postcards (front and back) that the main character could have either sent or received over the course of the novel.

Character's Playlist

Create a playlist of eight to ten songs that you believe the main character would select. Along with the title and artist of each song, include a statement of why the character would include this selection on their playlist and its connection to the novel's plot or character's emotion.





BOOK PROJECTS: GRADE 7

After reading one of the titles on the grade seven book list, complete one of the three projects listed below. Before beginning your project, please carefully read the attached rubric to understand how your work will be evaluated. This project will be turned in to your 7th grade language & literature teacher at the beginning of the school year. Be thoughtful and creative.



Book Review

Write a review or recommendation for your novel. What did you enjoy about your novel? Were the characters likeable? Was there enough action? Suspense? Etc.

(1 page)

Make a Children's Book

Convert the novel into a children's book. Use the same plot and characters, but make it appropriate for young readers. Add illustrations and color to make your new adaptation appealing as a picture book.

Create a Childhood

If your main character is an adult or teen, try to figure out what he or she would have been like as a child. Write the story of his or her childhood in such a way that shows why he or she is the way he or she is in the novel. (1-2 pages)



BOOK PROJECTS: GRADE 7 HONORS

After reading one of the titles on the grade seven book list, complete one of the three projects listed below. Before beginning your project, please carefully read the attached rubric to understand how your work will be evaluated. This project will be turned in to your 7th grade honors language & literature teacher at the beginning of the school year. Be thoughtful and creative.

Be the Editor

Be the author's editor– rewrite one part of the novel to make the book better and explain your edits. (1-2 pages)

Make a Children's Book

Convert the novel into a children's book. Use the same plot and characters, but make it appropriate for young readers. Add illustrations and color to make your new adaptation appealing as a picture book.

Create a Childhood

If your main character is an adult or teen, try to figure out what he or she would have been like as a child. Write the story of his or her childhood in such a way that shows why he or she is the way he or she is in the novel. (1-2 pages)

BOOK PROJECTS: GRADE 8

After reading one of the titles on the book list, complete one of the three projects listed below. Before beginning your project, finish the novel and carefully read all instructions for your selected project. This project will be turned in to your 8th grade language & literature teacher at the beginning of the school year. Be thoughtful and creative.

Pitch it to a Producer

Write a letter to the head of a production company convincing them to make a movie out of your novel. Explain why this novel is a worthy choice and would make an excellent film based on its plot/ characters.

Interview a Character

Choose any character from the book and write ten open-ended questions you would like to ask that character. Imagine what their responses would be and record them.

Advice Column

Write an advice column for one of the characters. This column could be a classic “Dear Abby” or your own personal blog style, but be sure to give words of wisdom that the character of the novel needs to hear. Explain why the advice is important given the character’s predicament.



BOOK PROJECTS: GRADE 8 HONORS

After reading one of the titles on the grade eight book list, complete one of the three projects listed below. Before beginning your project, please carefully read the attached rubric to understand how your work will be evaluated. This project will be turned in to your 8th grade honors language & literature teacher at the beginning of the school year. Be thoughtful and creative.

Character's Fears

One way we get to know characters is to think deeply about them and make inferences based on their actions and on what they say and others say about them. Through a person's actions we can learn what they fear and what they want to avoid the most. Select a character from your novel and write a short essay on what you believe they fear the most. Give evidence to support your conclusion.

Interview a Character

Choose any character from the book and write ten open-ended questions you would like to ask that character. Imagine what their responses would be and record them.

Advice Column

Write an advice column for one of the characters. This column could be a classic "Dear Abby" or your own personal blog style, but be sure to give words of wisdom that the character of the novel needs to hear. Explain why the advice is important given the character's predicament.



RUBRIC:

Criteria	Highly Proficient	Proficient	Partially Proficient	Minimally Proficient
Presentation and Format	The student creates a product that is exceptionally neat, typed or legibly handwritten; extremely colorful, includes thoughtful and relevant visuals; follows all formatting guidelines; exceeds project expectations	The student creates a product that is neat, legibly handwritten or typed; colorful, includes relevant visuals; follows most formatting guidelines; meets project expectations	The student creates a product that is handwritten, somewhat legible; minimal color, little detail in illustrations; follows some formatting guidelines; approaches, but does not meet, project expectations	The student creates a product that is difficult to read, illegible; no color, missing pictures or illustrations; does not follow formatting guideline; falls far below project expectations
Ideas & Content	The student demonstrates a deep and accurate understanding of and connection to the novel; project contains perceptive exploration of new perspectives ideas, and use of carefully selected, rich details from the text to support understanding of the book	The student demonstrates a considerable and accurate understanding of and connection to the novel; project contains considerable exploration of new perspectives ideas, and use of relevant details from the text to support understanding of the book	The student demonstrates an adequate understanding of and connection to the novel; project contains vague or general ideas demonstrates some thought or imagination and some exploration of new perspectives and uses minimal details from the text to support understanding of the book	The student demonstrates limited or no understanding of or connection to the novel; project contains little to no ideas and is missing details from the text to support understanding of the book
Conventions	The student's project contains very few errors in grammar, spelling, punctuation and capitalization	The student's project contains some errors in grammar, spelling, punctuation, and capitalization	The student's project contains frequent errors in grammar, spelling, punctuation, and capitalization	The student's project contains numerous errors in grammar, spelling, punctuation, and capitalization, making the project difficult to read or understand