

ARENDELL PARROTT ACADEMY MIDDLE SCHOOL 2026 SUMMER READING FOR RISING 8TH GRADERS



Reading should be a life-long pleasure. Summer reading is designed to reinforce this goal. It is important to develop and enrich comprehension skills by continuing to read for information and for pleasure. With this in mind, there are **three** parts of the 8th grade summer reading program. Rising 8th graders will be **required** to read one novel **and** will have the **option** to receive extra credit by reading additional novels from a select list for 8th graders.

PART ONE: Required Reading for Rising Eighth Graders

All rising eighth graders are **required** to participate in **part one** of the summer reading program. All students will read *The Outsiders* by S. E. Hinton. *The Outsiders* is a novel of fiction that is told in a way that seems real. The story is based on fact and is relevant to teenagers today. This is a book about peer pressure, rebellion, and identity. The message is valuable for teenagers, and the class discussion will make this a very memorable reading experience for everyone.

As each student reads the novel, he or she should also complete the study guide that is at the bottom of this packet. This study guide will be great preparation for the test on *The Outsiders* that will be given the first week of school. The time and effort that each student puts in to answering the questions on the study guide will help with remembering the information for the test. The study guide will help students also prepare for discussion of the novel in class. **On the first day of class**, the study guide answers will be taken up, and a homework grade will be given for the assignment. Therefore, the answers to the study guides **should be written on notebook paper** and ready to turn in on time. **Do not use notebook paper from a spiral composition notebook. I will not take any answers that are not on notebook paper and not written by the student.** **The study guide is attached to the end of this information.

There is a movie version of this novel. However, watching the movie will NOT help anyone pass the test. If students want to watch the movie, I suggest that they wait until after the test. Since the movie is different from the book, it may cause confusion to watch the movie before the test.

PART TWO: Optional Reading Opportunities for Rising Eighth Graders

In addition to the required novel, students may elect to participate in **part two** of the summer reading program and may read other novels for enjoyment. By participating in this part of the summer reading program, students will receive extra credit for reading 2 of the novels from list one below. By reading these 2 additional novels **and** by having parents verify by signing the attached verification sheet, students will receive extra credit points on the summer reading test that is given the first week of school.

Optional Reading for Extra Credit

Science Fiction/Fantasy

The Hunger Games - Collins
The Hitchhiker's Guide to the Galaxy - Adams
How to Ditch Your Fairy - Justine Larbalestier
The Search for King Arthur - Day
Things not Seen - Clements
Things Hoped For - Clements
The Last Book in the Universe - Philbrick
Firestorm - Klass
Once Upon a Marigold - Jean Ferris (or the sequel Twice Upon a Marigold)

Historical and Multicultural Fiction

Monkey Town-Kidd
A Single Shard - Pack
Shadow Spinner - Feltcher
A Step from Heaven - An Na
Anila's Journey - Finn
Uprising - Margaret Peterson
Divided Loyalties - Hamley

Nonfiction

Charles and Emma Darwin's Leap of Faith - Heiligman
I Am Scout - Shields
The Forbidden School House - Jurmain
Knucklehead - Jon Scieszka
Swimming to Antarctica - Cox
George Washington and the Founding of a Nation - Marrin

Fiction

Miss Peregrines Home for Peculiar Children - Riggs
The Willoughbys - Lois Lowry
The Red Badge of Courage - Crane
Swindle - Korman
A Brief Chapter in my Impossible Life - Reinhardt
The Wednesday Wars - Schmidt
Diamonds in the Shadow - Cooney
Paper Towns - Green
This Full House - Virginia Wolff
Traitor's Gate - Avi



****Students are advised to select books that are on their reading level. In some cases, parental supervision may be necessary since the maturity level of each child is different.**

PART THREE: Additional Reading Opportunities for Rising Eighth Graders

Students may also choose to participate in **part three** of the summer reading program. Part Three of this program allows students to read 5 novels from the Battle of the Books reading list. This option is for students who wish to receive extra credit and/or who wish to try out for the Battle of the Books team in the fall. Students who elect this option must also have parents verify by signing the verification sheet that is attached.

1. All students must participate in Part One of this program by reading *The Outsiders* **and** by completing the study guide for the novel.
2. Reading any additional books is optional but can help earn extra credit for the first test on *The Outsiders*.
3. Reading 5 books from the Battle of the Books List gives the students extra credit points and allows them to try out for the Battle of the Books Team.

North Carolina School Library Media Association 2026-2027 Middle School Battle of the Books List

*Agent Most Wanted** by Sonia Purnell
All Thirteen by Christina Soontornvat
Blood in the Water by Tiffany D. Jackson
The Fire, the Water, and Maudie McGinn by Sally J. Pla
Island of Spies by Sheila Turnage
The Last Cuentista by Donna Barba Higuera
Long Lost by Jacqueline West
Marcus Vega Doesn't Speak Spanish by Pablo Cartaya
Nyxia by Scott Reintgen
Other Words for Home by Jasmine Warga
Restart by Gordon Korman

The Secret Battle of Evan Pao by Wendy Wan-Long Shang
Shark Teeth by Sherri Winston
Tristan Strong Punches a Hole in the Sky by Kwame Mbalia
Two Tribes by Emily Bowen Cohen
*When We Flew Away*** by Alice Hoffman

*young readers' adaptation of *A Woman of No Importance*

**student choice selection

Again, parental supervision may be necessary with the Battle of Books reading list since the maturity level of each child is different.

If a student wants extra credit for completing part three of the summer reading program, he or she must return the section below.

Please save this form and have your child return it during the first week of school in August. Without this signed form, a student cannot receive extra credit.

Student's Name _____

OPTION 1:

Extra Credit Reading (2 from the first list):

In addition to the required book, my son/daughter has read the following 2 selections from the reading extra credit list:

- 1. _____
- 2. _____

Parent's signature

Student's printed name

Student's signature

OPTION 2:

Extra Credit Battle of the Books Reading
(5 books from Battle of the Books list):

In addition to the required book, my son/daughter has read 5 selections from the Battle of the Books list for extra credit and for the opportunity to try out for the Battle of the Books team in the fall:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Parent's signature

Student's printed name

Student's signature

Study Guide for *The Outsiders* (Required Assignment)

Put your work on a sheet of notebook paper (not spiral composition paper).

Part One

Briefly on paper describe the characters below.

Number your characters.

1. Bob
2. Cherry
3. Dallas (Dally)
4. Darry
5. Greasers
6. Jerry Wood
7. Johnny
8. Marcia
9. Mr. Syme
10. Ponyboy
11. Randy
12. Socs
13. Sodapop
14. Steve
15. Tim Shepard
16. Two-Bit

Part Two

Define on paper the meanings of these words.

Number your words.

1. aghast
2. contemptuously
3. delirious
4. elude
5. gallant
6. gingerly
7. incredulous
8. indignant
9. nonchalantly
10. quavered
11. rave
12. roguishly
13. ruefully
14. sagely
15. stupor
16. subside
17. unceasingly
18. unfathomable
19. winced
20. wistful

Part Three

In 8th grade, we will do a lot of annotating texts from the novels that we read. Students are encouraged to annotate as they read also.

Annotating any text as you read gives the reader the opportunity to interact with the reading and allows the reader to understand key pieces of information. This is considered a “close reading” of the text. Annotating usually involves highlighting, underlining, or making key symbols in the text to help reinforce information and to help with recall during discussion.

Annotating during reading is NOT repeating or restating the words in the text. Instead, annotating IS explaining and interpreting the reading. If the reader simply restates or paraphrases the text, he or she cannot gain a deeper meaning from the reading, and the annotating does not benefit the reader at all.

For this part of the study guide, the students will complete the “Annotation Table” that follows each question. In the book, students will underline the information that answers the question. In the table, students will write the page number where the answer is found and will explain how this information answers the question.

For example, if the student is reading *To Kill a Mockingbird*, the “Annotation Table” for question one would look like the example below.

1. How does Scout’s teacher feel about her father helping her learn to read and write at home?

page number in <i>To Kill a Mockingbird</i>	Explanation
9	Miss Fisher was very upset with Scout because she could already read. Miss Fisher did not know what to do with an advanced student.
13	Miss Fisher was so embarrassed that she did not know how to teach Scout that she blamed Atticus for teaching Scout incorrectly. In fact, Atticus had not done anything wrong. Miss Fisher just did not know how to handle the situation.
15	Miss Fisher needed to seem like the savior, so she told Scout that she would teach her since Atticus did not teach her correctly. This is satire because Atticus had apparently done a great job.
20	Miss Fisher needs to feel like she is the teacher, so she accused Atticus of not knowing how to teach a student the right way.
21	Even though Scout can already write in cursive, Miss Fisher tries to hold Scout back so that she will have something to teach Scout during the school year.

When annotating in a book, readers highlight or underline in the book and write their notes in the margins. When using the “Annotation Table,” students will still underline or highlight in the book, but instead of writing thoughts in the margins, the explanation that supports a single question will be written in the “explanation” column of the “Annotation Table.”

This method will help our class discussion since students will be able to quickly find their annotations and will not have to search through the book during class. With this system, all notes will be in one place, and the book is just used as a reference for explaining the information.

Questions

1. Give at least 3 examples from the novel to show how society views the Socs.

“Annotation Table”

page number in <i>The Outsiders</i>	Examples

2. Give at least 3 examples from the novel to show how society views the Greasers.

“Annotation Table”

page number in <i>The Outsiders</i>	Examples

3. Give at least 3 examples that show that Johnny and Ponyboy are different from the rest of the Greasers.

“Annotation Table”

page number in <i>The Outsiders</i>	Examples

4. Give at least 3 explanations from the novel to indicate what Johnny meant when he told Ponyboy to “Stay Gold.”

“Annotation Table”

page number in <i>The Outsiders</i>	explanation for meaning of “Stay Gold”