

## 8th Grade Summer ELA Work 2024

All Casimir Pulaski 8th graders must read:

***Brown Girl Dreaming* by Jacqueline Woodson**

Complete all activities (Parts I, II, III and IV) for the novel. Questions must be answered in complete sentences using details/evidence from the text.

Students can log on to the SORA app through Clever and can access the library catalog using their student ID number. Students can read any of the books on the list (including *Brown Girl Dreaming*) on the SORA reading app. I am also providing a full text pdf link to the novel:

[https://lgnavigators.weebly.com/uploads/5/8/5/2/58521739/brown\\_girl\\_dreaming.pdf](https://lgnavigators.weebly.com/uploads/5/8/5/2/58521739/brown_girl_dreaming.pdf)

### Summer Reading List Assignments

- 1) See the Yonkers Public Library's lists of recommended titles (see the back of this sheet). Scan the QR code to get recommendations and summaries. Keep track of all the books you read during the summer on the **Reading Log**.
- 2) Choose ONE title from your summer reading that you enjoyed. **Write a four paragraph letter to the AUTHOR of the book discussing what you liked/disliked about the book.** In your letter be sure to discuss:
  - What you liked and disliked about the characters.
  - Which events you found interesting and important to the plot.
  - The author's use of setting; how was the time and place described?
  - Any suggestions you might have for a sequel or changes to the book at all. Would you like to see this book as a movie or a TV show? Explain.(hint:write a paragraph for each bullet: a paragraph should be 6-8 sentences)

Artist:

Angelica T.



# SUMMER READING LIST 2024

Read as many books as you can! All books count!

Scan QR Code or ask your librarian for more titles!

¡Lee todos libros que puedas! ¡Todos los libros cuentan!

Escanea el código QR ó pregunta al bibliotecario para más títulos.

## Entering Grade 8

*The Cay* by Theodore Taylor  
*Brown Girl Dreaming* by Jaqueline Woodson



## Entering Grade 9

*I am Malala* by Malala Yousafzai  
*Long Way Down* by Jason Reynolds



## Entering Grade 10

*Born a Crime* by Trevor Noah  
*Punching the Air* by Ibi Zoboi



## Entering Grade 11

*12 Years a Slave* by Solomon Northrup,  
*Poet X* by Elizabeth Acevedo



## Entering Grade 12

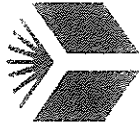
*Just Mercy* by Bryan Stevenson  
*Ordinary Hazards* by Nikki Grimes



## Libros en español

Grado 8-12  
Cualquier título





**YONKERS**  
PUBLIC SCHOOLS




**Yonkers**  
Public Library

# READING LOG

Use this log during the summer for prizes at your library!

**Hand it in to your teacher in September!**

All Books Count: Any Title, Any Language!

Author	Title	Rate the book! 😊 😐 😞
<p>Online Books/Resources For supplemental Summer Reading resources, visit <a href="https://www.yonkerspublicschools.org">https://www.yonkerspublicschools.org</a> and click Summer Reading List</p>		
<p>To access eBooks, eAudiobooks, and our summer reading games, visit Yonkers Public Library: <a href="https://www.ypl.org">https://www.ypl.org</a></p>		
<p>Digital Literacy: <a href="http://bit.ly/YPSFollett">http://bit.ly/YPSFollett</a></p>		
<p>Yonkers Public Library (914) 337-1500 <a href="https://www.ypl.org/summerreading">https://www.ypl.org/summerreading</a></p>		
<p>BEANSTACK </p>		
<p>Questions about Summer Reading, visit: <a href="http://www.yonkerspublicschools.org">www.yonkerspublicschools.org</a> or contact: Dr. Cynthia Y. Palmer Director of Library Services Email: <a href="mailto:cpalmer@yonkerspublicschools.org">cpalmer@yonkerspublicschools.org</a></p>		
<p>Crestwood Library 16 Thompson Street, Yonkers, NY 10707 Monday &amp; Wednesday: 10am-5pm Tuesday: 12-8pm, Thursday: 10am-6pm Friday: 12-5pm, Saturday: 105pm</p>		
<p>Grinton I. Will Library 1500 Central Park Avenue, Yonkers, NY 10710 Monday - Wednesday: 9am-8pm Thursday: 10am-8pm Friday - Saturday 10am - 5pm</p>		
<p>Riverfront Library 1 Larkin Center, Yonkers, NY 10701 Monday - Wednesday: 9am-8pm Thursday: 10am-8pm, Friday - Saturday 10am-5pm</p>		

## Part I Brown Girl Dreaming Reading Comprehension Questions

**Directions:** Answer these questions using complete sentences and specific details from the novel.

Part I: i am born

1. What came before Jacqueline's birth that she believes may shape the person she will become?
2. How do the differences between Jacqueline's mother and father affect their relationship?
3. What makes South Carolina feel immediately like home? How does Jacqueline's mother deal with the negative aspects of that place?

Part II: the stories of south carolina run like rivers

4. How do the children adjust positively to their lives in South Carolina and in what ways do they still feel like outsiders?
5. While in Greenville, what do the children learn about the Civil Rights Movement in the South?
6. In what ways are Jacqueline's feelings about leaving Greenville different from those of her mother?

Part III: followed the sky's mirrored constellation to freedom

7. What do the children miss about Greenville? What helps them deal with missing these things?
8. What clues reveal that stories and words are becoming increasingly important to Jacqueline? How do others respond?
9. At the end of Part III, how does having two places they consider home affect the children during their visit to Greenville?

## Part II: Close Reading Activity

Jacqueline's mother has just returned to Greenville to tell her children that they are leaving for New York the next day. Examine the text to determine where home is for Jacqueline.

**Directions:** In blue, highlight language that includes details of what it's like for Jacqueline to live in her grandparents' house. In yellow, highlight language that includes details of Jacqueline's interaction with her mother.

### **Excerpt: Brown Girl Dreaming**

#### **"leaving greenville," pages 136–137**

1 My mother arrives in the middle of the night,  
and sleepily, we pile into her arms and hold tight.

2 Her kiss on the top of my head reminds me  
of all that I love.

3 Mostly her.

4 It is late winter but my grandmother keeps  
the window in our room slightly open  
so that the cold fresh air can move over us  
as we sleep. Two thick quilts and the three of us  
side by side by side.

5 This is all we know now—

6 Cold pine breezes, my grandmother's quilts,  
the heat of the wood-burning stove, the sweet  
slow voices of the people around us,  
red dust wafting, then settling as though it's said  
all that it needs to say.

7 My mother tucks us back into our bed whispering,  
We have a home up North now.

8 I am too sleepy to tell her that Greenville is home.  
That even in the wintertime, the crickets  
sing us to sleep.

9 And tomorrow morning, you'll get to meet  
your new baby brother.

10 But I am already mostly asleep again, two arms  
wrapped tight  
around my mama's hand.

4. Look at the text that you've highlighted in blue. What does this language reveal about how Jacqueline feels about living in her grandparents' house?
  
  
  
  
  
  
  
  
  
  
5. Look at the text that you've highlighted in yellow. What does this language reveal about Jacqueline's relationship with her mother?
  
  
  
  
  
  
  
  
  
  
6. When you think of the word "home" in a positive way, what images or adjectives come to mind?
  
  
  
  
  
  
  
  
  
  
7. Is home for Jacqueline in her grandparents' house or with her mother?

### **Part III: Similes and Metaphors**

Throughout *Brown Girl Dreaming*, Woodson uses similes and metaphors, to create strong images and convey deeper meanings.

Example 1:

- "I am born in Ohio but  
the stories of South Carolina already run  
like rivers  
through my veins." (2)

Example 2:

- "So many years have passed since we last saw  
our father, his absence  
like a bubble in my older brother's life,  
that pops again and again  
into a whole lot of tiny bubbles  
of memory." (103)

1. In example 1, stories are being compared to rivers. How would you typically describe rivers?

2. Does the comparison between rivers and the stories of South Carolina make sense in this context? Explain how rivers and the stories of South Carolina can be seen as similar.
  
3. In example 2, the Woodsons' father's absence is being compared to bubbles. How would you describe bubbles?
  
4. Does the comparison between bubbles and the Woodsons' father's absence make sense in this context? Explain how bubbles and Woodson's father's absence can be seen as similar.
  
5. Find three more examples of similes or metaphors that Woodson uses throughout the book and write them here. Explain the meaning or description of each.

Part IV: deep in my heart, i do believe

10. In what ways do the Woodson children feel different from their peers?

11. How is each of the older Woodson children brilliant?

12. What process does Jacqueline use to start crafting songs and stories?

Part V: ready to change the world

13. How does Daddy's death impact the family?

14. What does Jacqueline realize is similar about her relationship with Maria and the evolution of Bushwick? How might this realization affect her writing?

15. What revolution is taking place and how does Jacqueline make sense of it?

16. According to the author, how do worlds and beliefs shape who you are?