

This companion reading list corresponds to and enhances the fourteen units in the *Daybook* ©2007 **Grade 8** published by Great Source Education Group and includes high-interest, award-winning titles for students in the middle grades. The titles relate to a unit's author(s) or the topics covered in the lessons.

Unit 1: Building Your Repertoire

Encourage readers to build a repertoire of Langston Hughes. Invite students to learn more about the writer and the Harlem Renaissance. Suggest collections of poems and invite students to visit reliable websites for more information about his life and work, such as http://www.english.uiuc.edu/MAPS/poets/g_1/hughes/hughes.htm/ and <http://www.poets.org/poet.php/prmPID/83/>.

Cooper, Floyd. *Coming Home: From the Life of Langston Hughes*. (Picture Book) Philomel, 1994.

Dunham, Montrew. *Langston Hughes: Young Black Poet*. Tandem Library, 1999.

Gibson, Karen. *Langston Hughes (Poets & Playwrights)*. Mitchell Lane Publishers, 2007.

Hughes, Langston. *The Dream Keeper*. Knopf Books for Young Readers, 1962.

---. *I Wander As I Wander*. Hill and Wang, 1993.

Rhynes, Martha E. *I, Too, Sing America: The Story of Langston Hughes*. Morgan Reynolds Publishing, 2002.

Roessel, David, and Arnold Rampersad (Editors). *Poetry for Young People: Langston Hughes*. Sterling, 2006.

Unit 2: Interacting with the Text

Some students say that interacting with nonfiction is easier than connecting with fiction because “it” really happened. Offer students many opportunities to read about real people and events. Encourage them to read the titles featured in the unit and conduct research about the subjects online.

Bausum, Ann. *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement*. National Geographic Children's Books, 2005.

Bruchac, Joseph. *Code Talker: A Novel About the Navajo Marines of World War Two*. Dial, 2005.

Freedman, Russell. *Indian Chiefs*. Holiday House, 1987.

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---. *The Life and Death of Crazy Horse*. Holiday House, 1996.

Roosevelt, Eleanor. *The Autobiography of Eleanor Roosevelt*. HarperCollins Publishers, 1961.

Unit 3: Making Connections

To make connections with a text, good readers ask questions, such as *What's going on? Who is the narrator? What's interesting to me? Which character(s) do I like?* Suggest other titles that explore the lives of migrant farm workers in America. Encourage students to ask questions as they read and to record their responses in a notebook for reflection and discussion.

Atkin, Beth S. *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*. Little, Brown Young Readers, 1993.

Cruz, Barbara C. *Cesar Chavez: A Voice for Farmworkers*. Enslow Publishers, 2005.

Gonzales, Doreen. *Cesar Chavez: Leader for Migrant Farm Workers*. Enslow Publishers, 1996.

Hart, Elva Trevino. *Barefoot Heart: Stories of a Migrant Child*. Rebound by Sagebrush, 2001.

Jimenez, Francisco. *Breaking Through*. Houghton Mifflin, 2001.

---. *The Circuit: Stories from the Life of a Migrant Child*. Houghton Mifflin, 1999.

Ryan, Pam Muñoz. *Esperanza Rising*. Scholastic Press, 2000.

Soto, Gary. *Jessie De La Cruz: A Profile of a United Farm Worker*. Persea Books, 2001.

Unit 4: Examining Multiple Perspectives

Critical readers consider an author's perspective to determine how to interpret the author's writing. Strategic readers will want to consider different perspectives to achieve a deeper understanding of a topic. Encourage students to read the books in this unit and suggest additional eyewitness accounts of war or political upheaval. For more information on the Avalon Project at Yale, visit <http://yale.edu/lawweb/avalon/constpap.htm/>.

Filipovic, Zlata. *Stolen Voices: Young People's War Diaries, from World War I to Iraq*. Penguin, 2006.

---. *Zlata's Diary: A Child's Life in Sarajevo*. Viking, 1994.

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Frank, Anne. *The Diary of a Young Girl*. Doubleday, 1995.

Gold, Alison Leslie. *Memories of Anne Frank: Reflections of a Childhood Friend*. Scholastic Children's Books, 1997.

Hersey, John. *Hiroshima*. Alfred A. Knopf, 1946.

Jiang, Ji-Li. *Red Scarf Girl: A Memoir of the Cultural Revolution*. Collins, 1997.

Orley, Uri. *Run, Boy, Run*. Houghton Mifflin/Walter Lorraine Books, 2003.

Walker, Stephen. *Shockwave: Countdown to Hiroshima*. Harper Perennial, 2006.

Unit 5: Focusing on Language and Craft

A poet's word choice and style (sounds and rhythm) create a unique writing voice. Invite students to read aloud a poem a day. Students can locate audiotapes, such as William Shaman's *Voices of Black America: Historical Recordings of Speeches, Poetry, Humor and Drama 1908-1947* (Unabridged), and they can learn more about their favorite poets online at <http://www.poets.org/> and <http://www.loc.gov/poetry/laureate.html/>.

American Poetry & Literacy Project, and Academy of American Poets. *How to Eat a Poem: A Smorgasbord of Tasty and Delicious Poems for Young Readers*. (Paperback) Dover Publications, 2006.

Collins, Billy. *The Best American Poetry 2006*. Scribner, 2006.

Conarroe, Joel (Editor). *Six American Poets: An Anthology*. (Paperback) Vintage Books Ed Edition, 1993.

Rosenberg, Liz (Editor). *Earth-Shattering Poems*. Henry Holt and Co., 1998.

---. *The Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers*. Henry Holt and Co., 1996.

Unit 6: Studying an Author

The first question most students ask about Miss Dickinson's poetry is *where are the titles?* One way to get readers to interact with the text is to invite them to suggest titles for the poems after they have read them. Students can learn more about the iconic poet online at <http://www.poets.org/>. (Also see The Dickinson Electronic Archives at <http://www.emilydickinson.org/>.)

Dickinson, Emily. *Poems of Emily Dickinson*. Modern Library, 1996.

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---. *Selected Letters*. Harvard University Press, 1971.

Dommermuth-Costa, Carol. *Emily Dickinson: Singular Poet*. Lerner Publications, 1998.

Sewall, Richard Benson. *The Life of Emily Dickinson*. Farrar, Straus and Giroux, 1994.

Unit 7: Assessing Your Strengths

As students employ different strategies for interacting with text, they make lasting connections and construct meaning. Invite students to explore how modern writers reinterpret well-known fairy tales. Ask students to think about how the humorous retellings present opportunities to entertain alternative viewpoints.

Garner, James Finn. *Politically Correct Bedtime Stories: Modern Tales for Our Life & Times*. John Wiley & Sons, Inc., 1994.

Jacobs, A.J. *Fractured Fairy Tales*. Bantam, 1997.

Martin, Justin McCory. *12 Fabulously Funny Fairy Tale Plays*. Instructor Books, 2002.

Scieszka, Jon. *The Frog Prince, Continued*. Viking Juvenile, 1991.

Wolf, Joan M. *Cinderella Outgrows the Glass Slipper and Other Zany Fractured Fairy Tale Plays*. Scholastic Professional Books, 2002.

Unit 8: Expanding Your Repertoire

Good readers ask questions of the text and the writer as they read. This simple strategy keeps readers engaged and interested, key requisites to monitoring understanding. Encourage students to read the book featured in this unit and related titles. Suggest that they jot down questions that occur to them as they read and then conduct research for the answers.

Bennett, Cherie. *Life in the Fat Lane*. Delacorte Books for Young Readers, 1998.

Reichl, Ruth. *Tender at the Bone: Growing Up at the Table*. Random House, 1998.

Schlosser, Eric. *Chew on This*. (Paperback) Houghton Mifflin, 2007.

---. *Fast Food Nation*. Houghton Mifflin, 2001.

---. *Fast Food Nation Tie-in: The Dark Side of the All-American Meal*. (Paperback) Harper Perennial, 2006.

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Unit 9: Interacting with the Text

Active readers interact with text by making reasonable guesses, or inferences, by combining what they know about the topic with the information provided in the text. In this unit, students compare graphic and written text about the Holocaust. The visual elements in the graphic novel are powerful tools for making inferences. Encourage students to discuss why authors might choose to use a visual text.

Ayer, Eleanor. *Parallel Journeys*. Simon & Schuster Children's Publishing, 2000.

Gold, Alison Leslie. *Memories of Anne Frank*. Scholastic, Inc., 1999.

Spiegelman, Art. *Maus: A Survivor's Tale Volume 1*. Random House, 1986.

---. *Maus: A Survivor's Tale Volume 2*. Pantheon Books, 1992.

Unit 10: Making Connections

It's no secret that good writing keeps the reader involved from beginning to end. Writers almost always have more than one theme that they want to convey in any piece of writing. To connect to theme, encourage students to imagine they are having a conversation with the writer, by asking *What is the writer saying to me?* Usually, the answer is one of the themes.

Filipovic, Zlata. *Zlata's Diary: A Child's Life in Sarajevo*. Viking, 1994.

Hesse, Karen. *Aleutian Sparrow*. Simon & Schuster Children's Publishing, 2003.

---. *Out of the Dust*. Scholastic, Inc., 1997.

Park, Linda Sue. *When My Name Was Keoko*. Houghton Mifflin Co., 2002.

Unit 11: Exploring Multiple Perspectives

Writers of speeches hope to persuade listeners to action. Encourage students to read the speeches that helped to launch reform and unify the nation in its purpose. *My Fellow Americans* (see below) comes with companion CDs for an audio experience. Invite students to visit the Presidential Libraries for more information at <http://www.archives.gov/presidential-libraries/>. For inspirational speeches from Nobel Prize winners, go to <http://www.nobelprizes.org/>.

Blaisdell, Bob (Editor). *Great Speeches by Native Americans*. Dover Publications, 2000.

Daley, James. *Great Speeches by American Women*. Dover Publications, 2007.

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Hossell, Karen Price. *John F. Kennedy's Inaugural Speech*. Heinemann, 2005.

McIntire, Suzanne (Editor). *American Heritage Book of Great American Speeches for Young People*. Tandem Library, 2001.

Suriano, Gregory. *Great American Speeches*. Gramercy, 1993.

Waldman, Michael (Editor), and George Stephanopoulos (Narrator). *My Fellow Americans: The Most Important Speeches of America's Presidents, from George Washington to George W. Bush*. Sourcebooks MediaFusion; Har/Com edition, 2003.

Willis, Clyde E. *Student's Guide to Landmark Congressional Laws on the First Amendment*. Greenwood Press, 2002.

Unit 12: Focusing on Language and Craft

Poetry is written to be performed. Encourage students to read poems aloud with a partner. As they focus on the author's language and craft, readers use intonation, rate, and tone to enhance the drama of the piece. (Also visit Collins's Poetry 180 website, designed to make "poetry an active part of the daily experience of American high-school students" at <http://www.loc.gov/poetry/180/>.)

Angelou, Maya, and Jean-Michel Basquiat. *Life Doesn't Frighten Me*. Stewart, Tabori and Chang, 1993.

Collins, Billy. *Billy Collins Live: A Performance at the Peter Norton Symphony Space*. (Audio book). Random House Audio, 2005.

Collins, Billy. *180 More: Extraordinary Poems for Every Day*. Tandem Library, 2003.

Fleischman, Paul. *Joyful Noise: Poems for Two Voices*. Laura Geringer, 1988.

Intrator, Sam M. *Leading from Within: Poetry That Sustains the Courage to Lead*. Jossey-Bass, 2007.

Morales, Aurora Levins. *Getting Home Alive*. Firebrand books, 1986.

Pettit, Jayne. *Maya Angelou: Journey of the Heart*. Puffin, 1998.

Unit 13: Studying an Author

Encourage students to read more books by Walter Dean Myers and to familiarize themselves with his life and his writing. Knowing something about the author can help

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readers understand the author's body of work more deeply. Students can learn more online at <http://www.walterdeanmyers.net/>.

Myers, Walter Dean. *Bad Boy: A Memoir*. Amistad, 2001.

---. *The Glory Field*. Scholastic Paperbacks, 1996.

---. *Monster*. Amistad, 1999.

---. *Now Is Your Time!* HarperCollins Children's Books, 1991.

---. *One More River to Cross: An African American Photograph Album*. Harcourt, 1995.

---. *Scorpions*. Amistad, 1988.

---. *145th Street: Short Stories*. Delacorte Books for Young Readers, 2007.

Unit 14: Assessing Your Strengths

Students readily interact with text that describes the personal experiences of young people. Remind them that active readers make connections to a writer's ideas through the images and tone conveyed in the writing. Suggest additional titles that will engage young readers. As they read, encourage students to assess their growing strengths as readers and to keep track of their progress.

Chapman, Serle. *Of Earth: Visions and Voices from Native America*. Bear Print, 1998.

Golabek, Mona, and Lee Cohen. *The Children of Willesden Lane*. Grand Central Publishing, 2002.

Hesse, Karen. *Aleutian Sparrow*. Simon & Schuster Children's Publishing, 2003.

Hyder, Zakia. *I Am An American, Too*. AuthorHouse, 2006.