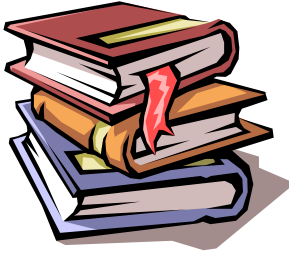


SUMMER READING ASSIGNMENTS

****for incoming grade 8 students****



Welcome to eighth grade! To be prepared for this school year, it is mandatory that every eighth grader read the summer reading book they selected and complete the attached assignment. You were given the opportunity to select one of the following books: Touching Spirit Bear by Ben Mikaelson, Among the Hidden by Margaret Peterson Haddix, or No More Pranks by Monique Polak.

Read one of the books above and complete the written assignment. You may choose to read additional titles as well from the suggested list below.

- Complete the writing assignment. The topic of your writing piece is **Character**. You will write an analysis of a main character from your book. As you have practiced in school, you should use examples from the text to prove the traits you select. Remember to use your writing stems (As proof, In the text it states, In the story, etc.)
- Your responses can be handwritten or typed.
- Your response will be collected during the first week of school and graded using the rubric attached.
- Use the model and checklist attached to help you complete this assignment.

****Please take advantage of the following four dates to come to Bolger Middle School for help with your summer reading:**

Summer Reading Help

Wednesdays 8/1/18, 8/8/18, & 8/15/18

Use Google Classroom Code bdbdsdo to ask additional questions!

Students who read additional books at each grade level will be entered in the drawing for a gift card!

Grade 8 – Additional Teacher Suggestions

| Author | Title | Guided Reading Level | DRA Level |
|--|---|----------------------|-----------|
| Jeanne DuPrau | <i>The City of Ember</i> | U | 50 |
| Sampson Davis, Rameck Hunt, and George Jenkins | <i>We Beat the Street</i> | W | NA |
| Laurie Halse Anderson | <i>Fever 1793</i> <i>Chains</i> | X | 60 |
| Anne Frank | <i>Anne Frank – The Diary of a Young Girl</i> | Y | 60 |
| Stephanie Bodeen | <i>The Raft</i> | Y | 60 |
| Gary Paulsen | <i>Brian’s Winter</i> | R | 40 |
| Caroline Cooney | <i>The Face on the Milk Carton</i> | Y | 60 |
| Ruby Bridges | <i>Through My Eyes</i> | Y | 60 |

Rubric for Summer Reading Assignment (Students Entering Grade 8)

New Jersey Student Learning Standards for English Language Arts:

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

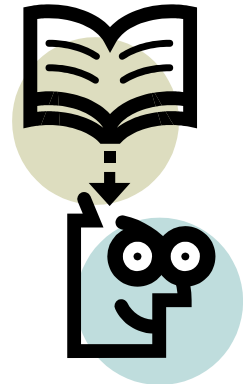
| | Outstanding Exceeding | Good Response Meeting | Fair Response Approaching | Weak Response Not Meeting |
|-------------------------------------|--|--|--|---|
| Topic / Idea Development | Character is well-defined and focus is clear from the introduction paragraph; thesis statement is very clear and well-developed; details are tightly connected to topic sentences and topic sentences are tightly connected to the thesis Score: 30-27 | Character presentation is adequately defined; using appropriate supporting details; thesis statement is clear; details are connected to thesis; topic sentences are connected to thesis Score: 26-23 | Character presented is defined although is missing a few obvious details; few supporting details; topic sentences are loosely connected to thesis Score: 22-19 | Character presentation is not clear; limited supporting details; some supporting details; topic sentences are not connected to thesis statement Score: 18 and below _____ |
| Organization / Structure | Strong Organization; well-developed sentences and paragraphs including transitions; excellent introduction and conclusion; each body paragraph was well-developed Score: 30-27 | Has generally well formed sentences and paragraphs; introduction and conclusion are clear and supported; each body paragraph is well-developed Score: 26-23 | Weak paragraph structure and organization; introduction and conclusion are present but not fully developed; body paragraphs are not fully developed. Score: 22-19 | Little sense of organization; lacks sentence structure and paragraph development; introduction and conclusion are not evident Score: 18 and below _____ |
| Mechanics and Language Usage | No errors present in paper; accurate spelling, capitalization, punctuation, and usage; transitions present; sentence variety implemented with rich vocabulary; effective use of quotes Score: 30-27 | Three or less errors in spelling, capitalization, punctuation and usage; some transitions and sentence variety; appropriate use of quotes Score: 26-23 | More than three errors in spelling, capitalization, punctuation and usage; some transitions are disproportionate to length and complexity; simplistic vocabulary; weak use of quotes. Score: 22-19 | Many errors in spelling, capitalization, punctuation, and usage; weak/inappropriate vocabulary; does not use quotes Score: 18 and below _____ |
| Presentation | Neatly typed or hand-written; carefully assembled; creative ideas are present; followed format accurately Score: 10 | Neatly presented; followed proper format Score: 7 | Presentation is legible; format and headings are somewhat evident Score : 5 | Difficult to read; lacks proper headings and format Score: 0 |

** Assignment will count as 2 minor grades. Due 9/10/18. **

Structure for Completing the Summer Reading Assignment

Introductory Paragraph:

- Lead Statement (quote, rhetorical question, meaningful related statement)
- Title (underlined or *italized*)
- Author
- Brief Summary of book (should be 1-2 sentences)
- Thesis Statement



Body Paragraph #1:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

Body Paragraph #2:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

Body Paragraph #3:

- Claim (main idea of paragraph)
- Transition
- Background (explain what is happening in the book right at the point where your textual evidence will be inserted)
- Text Support (Use textual evidence stems to introduce)
- Analysis (explain how your text support proves what you are trying to say)
- Closing Statement

Closing Paragraph

- Closing Transition
- Restate thesis statement and summarize strong evidence
- Closing statement or idea