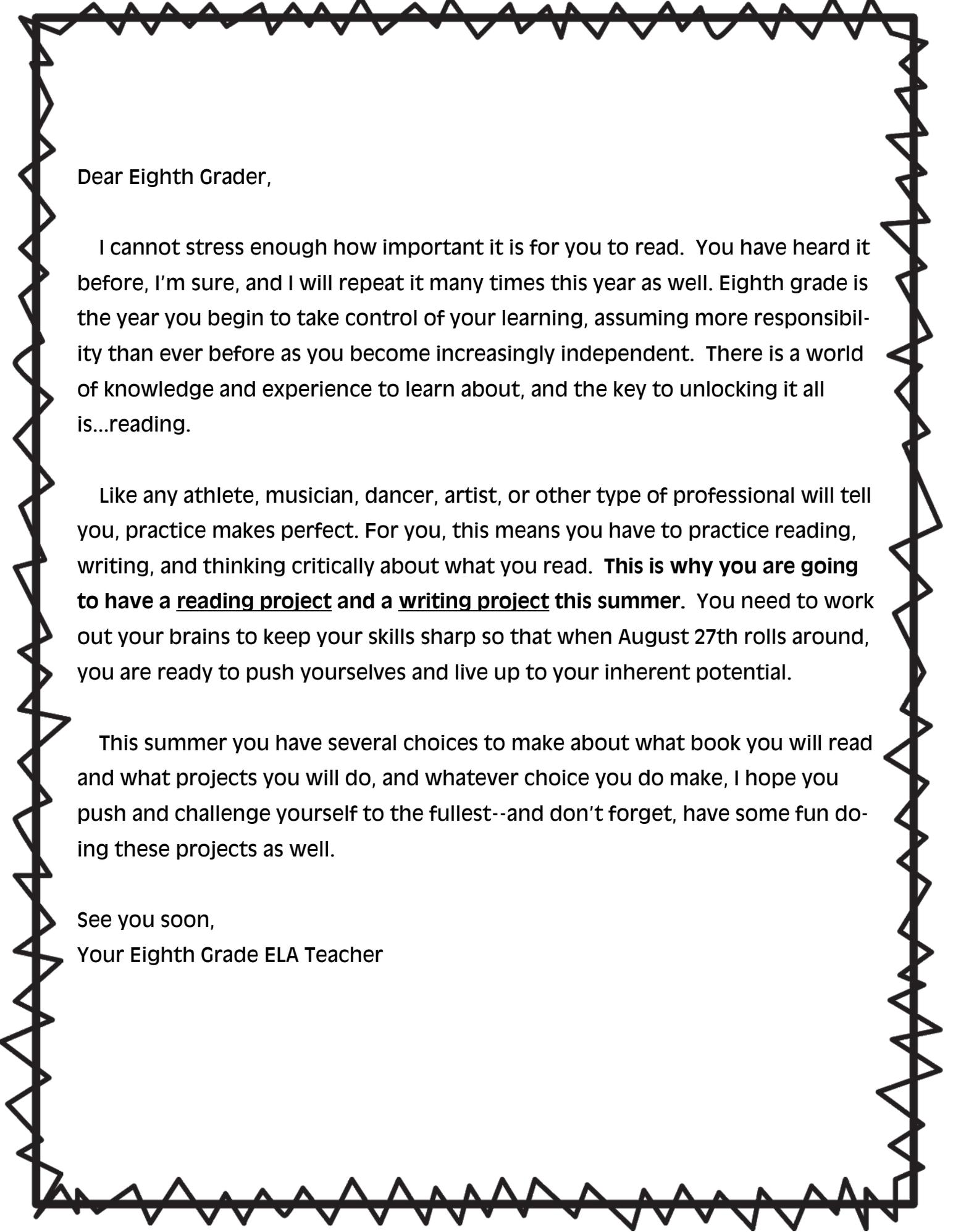# Summer

Reading & Writing Project

2018-2019

Grade 8

DUE DATE for BOTH projects:

Friday, August 31st, 2018

(Late assignments will be penalized 10 points every day it is late.)

Dear Eighth Grader,

   I cannot stress enough how important it is for you to read. You have heard it before, I'm sure, and I will repeat it many times this year as well. Eighth grade is the year you begin to take control of your learning, assuming more responsibility than ever before as you become increasingly independent. There is a world of knowledge and experience to learn about, and the key to unlocking it all is...reading.

   Like any athlete, musician, dancer, artist, or other type of professional will tell you, practice makes perfect. For you, this means you have to practice reading, writing, and thinking critically about what you read. **This is why you are going to have a <u>reading project</u> and a <u>writing project</u> this summer**. You need to work out your brains to keep your skills sharp so that when August 27th rolls around, you are ready to push yourselves and live up to your inherent potential.

   This summer you have several choices to make about what book you will read and what projects you will do, and whatever choice you do make, I hope you push and challenge yourself to the fullest--and don't forget, have some fun doing these projects as well.

See you soon,
Your Eighth Grade ELA Teacher

Grade 8 Summer Reading Choice Novels

CHOOSE ONE of the following:

Title of Book	Author
So B. It	Sarah Weeks
The Book of Time	Guillaume Prevost
A House Between Homes: Youth in the Foster Care System	Joyce Libal
Rise of the World: Muhammad Ali and the Rise of An American Hero	David Remnick
Fallen Angels	Walter Dean Myers
Anne of Green Gables	Lucy Maud Montgomery
The Graveyard Book	Neil Gaiman
Bamboo People	Mitali Perkins
Does My Head Look Big In This?	Rand Abdel-Fattah

READING PROJECT Requirements:

1. You may choose any book from the summer reading list. It may NOT be a book you have already read.

2. Follow the directions for project completion according to project list.

3. **Include the following information on your project:**

- Your name, date, and section

- Title of the novel and the name of the author

- Title of assignment

4. **Project grades will be based on the following criteria.**

- Physical appearance (neatness, organization, color, etc.) PROJECTS MUST BE TYPED OR HANDWRITTEN NEATLY.

- Grammar/Mechanics/Spelling

- Content and Detail (To what extent does the project prove to me that you read this book? Does the final product reflect well thought-out ideas and demonstrate your understanding of the novel?)

5. When choosing projects which involve drawing, you absolutely may NOT copy from the internet, Xerox, or trace the book cover or any pictures found in the book. This involves no creative thinking on your part whatsoever and **will not be given credit**.

6. Even though certain projects may really appeal to you, remember to make sure the project you choose will work well with the novel you read.

You must choose one of the following <u>READING</u> assignments to complete using your summer reading novel:

<u>OPTION ONE:</u> *5 Minute Movie*
You are a short film producer. Take any chapter from the book you read and create a 5 minute movie scene . You are welcome to ask family and friends to help with your roles. Your movie should accurately reflect the events from your book, and should be recognizable to anyone else who read the book. You must include:
- One 5 minute movie, submitted to your teacher.
- One script, including stage directions, cast of characters, and narration (if needed)

<u>OPTION TWO:</u> *Children's Book*
You are a children's book author and illustrator. Take the book you read this summer and convert it into a **20 page** children's book. Retell events from your book to make the conflict and plot appropriate for a 1st grader. The theme and story should not change. You must include:
- A minimum of 20 pages in your book, bound together, telling the story of your book from beginning to end
- A book cover, including title and author/illustrator
- Illustrations for <u>each page</u> of your children's book

<u>OPTION THREE:</u> *8 Character Vlog*
Become a character or multiple characters in your novel. Create a Vlog (video log) of your character reacting to 8 separate events in the story. You will be explaining what you were thinking and feeling during the event. Some questions to consider are:
- Why did you (as the character) do what you did?
- How did you feel when "this event" happened?
- What were you thinking?
- What happened that you just couldn't believe?
- What do you plan to do about the situation?

You must include:
- 8 Vlogs (video logs), at least 1 minute each, sent to your teacher
- One document explaining what event in the story you are reacting to, where it is located n the text, and why your character is reacting this way .

<u>OPTION FOUR:</u> *Book Analysis*
For this project, you are a book reviewer writing a book analysis for your readers. Your book review should be *a minimum of 5 pages long.* Please include the following in your analysis:
- A summary of the book
- Create a list of characters and a brief analysis of each, including physical traits and characterization throughout the text
- Analyze the setting, including time periods and locations
- Discuss the theme, and 3 quotations in the text the support your analysis
- Review the conflicts in the novel, including the conflict types (internal/external, man vs…)
- Include 3 additional important quotes from the text, and their importance to the text

ALL OPTIONS MUST INCLUDE PICTURES/GRAPHICS AND COLOR TO ENHANCE UNDERSTANDING.

WRITING PROJECT Requirements:

1. You may choose any book from the summer reading list. It may NOT be a book you have already read.

2. Follow the directions for project completion according to project list.

3. **Include the following information on your project:**

   - Your name, date, and section

   - Title of the novel and the name of the author

   - Title of assignment

4. **Project grades will be based on the following criteria.**

   - Physical appearance (neatness, organization, color, etc.) PROJECTS MUST BE TYPED OR HANDWRITTEN NEATLY.

   - Grammar/Mechanics/Spelling

   - Content and Detail (To what extent does the project prove to me that you read this book? Does the final product reflect well thought-out ideas and demonstrate your understanding of the novel?)

5. When choosing projects which involve drawing, you absolutely may NOT copy from the internet, Xerox, or trace the book cover or any pictures found in the book. This involves no creative thinking on your part whatsoever and **will not be given credit**.

6. Even though certain projects may really appeal to you, remember to make sure the project you choose will work well with the novel you read.

You must choose one of the following <u>WRITING</u> assignments to complete using your summer reading novel. All assignments will be graded using the PARCC rubric.

OPTION ONE: *Epilogue*

Jump into the mind of the author, and write an epilogue for your book. An *epilogue* is a section of at the end of a book that serves as a conclusion to what happened. What happens to your characters after the events the author describes? Using the voice and style of your author, you must include the following:

- A cover page (title page) which includes the title of the book you read, your name, and class
- 2-3 paragraphs about the author (the writer of the original novel)
- A summary of the novel (2-3 paragraphs)
- One epilogue, **a minimum of 3 pages in length,** double spaced

OPTION TWO: *Prologue*

Jump into the mind of the author, and write a prologue for your book. A *prologue* is a separate introductory section of a book, that gives additional information for the reader to consider. Think of an event or conversation that could have happened before the events of the story have unfolded. Using the voice and style of your author, you must include the following:

- A cover page (title page) which includes the title of the book you read, your name, and class
- 2-3 paragraphs about the author (the writer of the original novel)
- A summary of the novel (2-3 paragraphs)
- One prologue, **a minimum of 3 pages in length**, double spaced

OPTION THREE: *Alternate Ending*

Are you unhappy with how your novel ended? Wishing your characters settled the conflict a different way? Create an alternate ending for your characters. Using the voice and style of your author, include the following:

- A cover page (title page) which includes the title of the book you read, your name, and class
- 2-3 paragraphs about the author (the writer of the original novel)
- A summary of the novel (2-3 paragraphs)
- One or more alternate endings, **a minimum of 3 pages in length**, double spaced
- ** Please note: If you choose to write multiple alternate endings, each ending should be written in its entirety, making sure to include

OPTION FOUR: *Time Travel*

Take your characters to another place and time, and rewrite a chapter of our novel in a different setting. This includes a different time and place as well as the environment. Please include the following in your rewritten chapter:

- A cover page (title page) which includes the title of the book you read, your name, and class, as well as the title of the rewritten chapter of your book.
- 2-3 paragraphs about the author (the writer of the original novel)
- A summary of the novel (2-3 paragraphs)
- One rewritten chapter, **a minimum of 3 pages in length,** double spaced

ALL OPTIONS MUST INCLUDE PICTURES/GRAPHICS AND COLOR TO ENHANCE UNDERSTANDING.

Reading Project Rubric

	4 (100)	3 (85)	2 (70)	1 (55)
Subject Knowledge	Student is confident in the subject matter. All material is on topic.	Student is somewhat confident in subject matter. Most of the material is on topic.	Student is not confident in subject matter. Material is frequently off-topic	Little or no effort is shown to understand the subject. Material provided is unrelated to topic given.
Written Work	Written piece is clear and contains no more than 5 spelling and grammar errors.	Written piece is mostly clear. It contains 6-10 spelling and grammar errors.	Written piece is not very clear and contains 11-15 spelling or grammar errors.	Written piece is not clear. Contains 16 or more spelling and grammar errors.
Creativity of Topic Chosen	Student showed a lot of creativity and struck to the guidelines given.	Student followed the guidelines and showed some creativity.	Student followed the guidelines, but was not very creative.	Student did not follow the guidelines and project lacked creativity.
Illustration or Sound Effects	Student work showed creativity and effort. Colored and detailed. **Video:** Clear visuals, voice can be clearly heard and understood in the video.	Student work was creative and showed effort, with some detail. **Video:** Mostly clear visuals; voice can be heart and understood in the video.	Student work showed little creativity and effort. Vague detail. **Video:** Somewhat clear visuals; voice is difficult to hear and understand in the video.	Student work was rushed and lacked creativity. **Video:** Unclear visuals; voice cannot be understood in the video.
Presentation	Student was confident and clear. Made adequate eye contact. Uses appropriate voice level so all students can hear presentation.	Student did a good job. Made some eye contact. Uses appropriate voice level so most students can hear presentation.	Student did an oK job. Made little eye contact, Uses voice level that only a few students can hear.	Student was unfocused. Made no eye contact with audience. Uses voice level that was difficult for anyone to hear.

Writing Project Rubric

GRADES 6-11 (July 2015)
PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

Narratives

Narrative Task (NT)

Construct Measured	Score Point 4 · 100	Score Point 3 · 88	Score Point 2 · 75	Score Point 1 · 63	Score Point 0 · 50
	The student response	The student response	The student response	The student response	The student response
	• is effectively developed with narrative elements and is consistently appropriate to the task;	• is mostly effectively developed with narrative elements and is mostly appropriate to the task;	• is developed with some narrative elements and is generally appropriate to the task;	• is minimally developed with few narrative elements and is limited in its appropriateness to the task;	• is undeveloped and/or inappropriate to the task;
Written Expression	• is effectively organized with clear and coherent writing;	• is organized with mostly clear and coherent writing;	• demonstrates some organization with somewhat coherent writing;	• demonstrates limited organization and coherence;	• lacks organization and coherence;
	• establishes and maintains an effective style.	• establishes and maintains a mostly effective style.	• has a style that is somewhat effective.	• has a style that has limited effectiveness.	• has an inappropriate style.
Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. · 100	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear. · 85	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding. · 70	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding. · 55

NOTE:
- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.