

Mrs. Dobes' 8th Grade Summer Reading Assignment

East Lake Middle School Academy of Engineering

Hey there! Welcome to my class! I'm excited about the journey we're about to embark on. In order to prepare you for the level of rigor required in 8th grade, there's a required summer reading assignment you need to complete. Should you have any questions, please contact me at: dobess@pcsb.org. If any questions arise, I want to hear from students first and encourage students to email me on their own behalf. As a courtesy, please allow at least 48 hours for a response. ☺ This assignment is due **Thursday, August 13th or Friday, August 14th**.

A full-size copy of this packet is available as a PDF on pcsb.org/eastlake-ms.

English 1 Honors students: this is a ***high school credit class***. Students' grades become a part of their high school grade point average (GPA). If a student has successfully passed English 1 Honors, he/she will enter high school as a freshman and be placed in English 2 (Honors or Regular), a class predominately for sophomores. This will eventually lead to a path of taking AP-level courses. This course will provide exposure to high school-level texts. There will be complexity, analysis, collaboration, and independence involved in this course.

Language Arts 3 Regular/Advanced students: These courses are considered on/above grade level and there is a high level of rigor and high expectations to meet. This assignment allows me an introductory look at your work prior to entering class. If a student has successfully passed Language Arts 3, he/she will be placed in English 1 (Honors or Regular) for high school. There will be complex on- and above-grade level texts involved in this course.

Project Recommendations/Comments From Former Students

- Don't start this project too early. Give yourself time to read, grow, and learn over the summer. Be in the right frame of mind.
- Don't start this project too late! You DON'T want to rush on any work for Mrs. Dobes.
- Spell check, spell check, spell check! Mrs. Dobes reads EVERYTHING!
- Read the first 30ish pages of the book. If you don't like it, choose another one. Make sure it interests YOU.
- Buy the book and then highlight key passages OR use post-its to mark the key passages!
- Don't pick a book just because it looks "long" or reject a book just because you don't like the cover!
- I liked being able to do group discussions with people who were also passionate about the book they picked.



ACADEMIC HONESTY

Cheating is claiming the work of others as your own.

All student work must be **original** and **not copied in any way** from any other source, including print and computer/Internet sources. Proper citation must accompany the use of language and/or ideas from outside sources. **Under no circumstances** should a student copy from another student or the Internet, either by directly using the person's language or indirectly through the borrowing of unique ideas. Students are not allowed to use or copy someone else's answers, explain what was on an assessment to a student in another class period, nor are they allowed to share answers with anyone else. This is considered "cheating." *Plagiarism* is a form of cheating. Plagiarism is a serious form of cheating that gives teachers a false view of a student's strengths and weaknesses. It prevents further instruction in areas of weakness and delays the student in reaching his or her potential.

Cheating includes:

- exchanging assignments with other students, whether it is believed the work will be copied or not
- giving or receiving answers BEFORE OR DURING tests or quizzes.
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result
- accessing a test or quiz for the purpose of determining the questions in advance of its administration
- using summaries and commentaries (from the Internet or elsewhere) instead of reading the assigned materials or for copying essays and responses
- texting a friend hints/clues about an upcoming assignment or assessment

Plagiarism includes:

- taking someone else's assignment (another student or from the Internet) or portion of an assignment and submitting it as one's own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as one's own
- failing to properly cite sources used in writing a paper or preparing a project
- submitting purchased papers or papers from the Internet written by someone else as one's own
- supporting plagiarism by providing work to others, whether it is believed it will be copied or not

Consequences May Include:

- Re-instruction or review of proper research strategies and citations to avoid plagiarism.
- Students involved may receive a grade of "0" on the assignment, test, quiz, or project. This includes both the student who copied and the student who "shared."

Academic honesty is a big deal and cheating will not be tolerated!

Plagiarism= automatic zero.



Step 1: Get Yourself a Book

Choose one book from below and read it. (Obtain through a local library, book store, or Amazon).

<u>English 1 Honors (Choose One):</u>	<u>Language Arts 3 Regular/Advanced (Choose One):</u>
<p><u><i>I Will Always Write Back</i></u> Caitlin Alifirenka, Martin Ganda, Liz Welch</p> <p>~OR~</p> <p><u><i>October Sky</i></u> Homer Hickam</p>	<p><u><i>Jeremy Fink and the Meaning of Life</i></u> Wendy Mass</p> <p>~OR~</p> <p><u><i>October Sky</i></u> Homer Hickam</p>

*Note that *October Sky* appears in both columns. If you are not sure which course you're in, this is the book you should read.

Step 2: Textual Evidence & Analysis Organizer

- As you read, mark/highlight spots in the book that match one of the five areas on the “Find Evidence That” sheet (I’d recommend Post-It notes or little flag stickies if you borrowed the book). Jot down a quick note about your analysis here. You will expand upon these later.
- You should regularly reread your previous quotes and notes, drawing connections as you go.
- Keep in mind: a quote is not necessarily a line of dialogue. **Any words contained within the text** are fair game.
- Your analysis for each piece of evidence is just that—an analysis. **Do not simply summarize/restate what the author is saying. This is key and so critical for me to see YOUR understanding of the text.**
- Simply read, think, and write. **Be sincere in your writing.** Use the suggested questions on the next page to help you.

Step 3: WORD! Vocabulary Organizer

Complete the vocabulary graphic organizer, following the directions on the page.

Instructions: How to Complete the Organizer

Left Column: FIND EVIDENCE THAT	Middle Column: TEXTUAL EVIDENCE	Right Column: ANALYSIS
<p>This column tells you what kind of evidence I'm looking for.</p>	<p>Lines from the text that fit the requirement indicated in the left column.</p> <p>In MLA formatting of parenthetical citations, you:</p> <ul style="list-style-type: none"> • Put quotation marks around the text you chose. • The parentheses go after the quotation marks of the text. • Include the page number in parentheses after the entry. <ul style="list-style-type: none"> ○ <i>DO NOT</i> put the word "page," "pp.," or "pg." in (). • The period goes after the parentheses. See samples below. <ul style="list-style-type: none"> ○ "Evidence from the text" (#). 	<p>Your comments about the evidence in the middle column.</p> <p>Must Include:</p> <ul style="list-style-type: none"> • An explanation/elaboration of why that quote fits the requirement (i.e., how does the quote you chose help develop a conflict in the story? Or how does it reveal a character trait? etc. etc). <p>May Include:</p> <ul style="list-style-type: none"> • Personal reactions—What are you feeling? • What the passage prompts in your thinking. • Feelings about the words—What's the impact? • Connections to previous parts of the book. • Feelings about the ideas, tone, and/or style of the text. • The significance of the words and how they're important. • Figurative language you think is particularly effective.

Sample Entry This is from the story *Flowers for Algernon* by Daniel Keyes

FIND EVIDENCE THAT	EVIDENCE	ANALYSIS
<p>Reveals a character trait.</p>	<p>"Intelligence and knowledge had changed me, and he would resent me—as the others from the bakery resented me—because my growth diminished him. I didn't want that" (197).</p>	<p>Charlie is definitely regretting his decision to let the scientists perform the operation on him. He is now smarter than all the people he wanted to be friends with before the operation. Now, there is almost no one he can relate to because of his extremely high intelligence. He thought that being smarter would keep him from being lonely, but now he sees that he's still lonely—or even more so—now that he got what he wanted (to be smart/be like everybody else).</p> <p>It's really sad to see the change in Charlie. He always knew that he was missing something (intelligence) and now that he finally got it, he's in the same place. This makes me really sympathetic towards him. It shows that he's a vulnerable human being, just like the rest of us.</p>
<p>Foreshadows</p>	<p>"I feel sick. Not like for a doctor, but inside my chest feels empty, like getting punched and heartburn at the same time. I wasn't going to write about it but I guess I got to, because it's important. Today was the first day I ever stayed home from work on purpose" (40).</p>	<p>Charlie is experiencing an emotional issue that is manifesting into a physical form. The feelings he's having are from being made fun of by his supposed-friends. He is unable to emotionally and mentally understand that their laughing at him to mock him, not because they're laughing with him. When he realizes this, it causes him to have a negative reaction.</p> <p>This foreshadows more sadness and exclusion to come for Charlie. He doesn't yet realize he's just a lab rat to the doctor and scientist.</p>

Name _____ Period _____

Organizer for (name of novel): _____

Find Evidence That:	Textual Evidence	Analysis
Helps to move the plot along.		
Develops a conflict.		
Reveals a character trait. Tell me which character you're talking about.		
Foreshadows an event.		
Is powerful. It speaks to you. Makes you stop and think. It lingers in your head. Why?		

Grading

1. The assignment includes: reading the novel, completing the “Find Evidence That” worksheet, and completing the WORD! worksheet.
2. You will be evaluated on the quality of your work.
3. Work is to be done NEATLY written in **blue or black pen** or **typed in standard, size 12 font**. I do not accept electronic copies emailed to me or assignments written in pencil or something other than blue/black pen. There will be a point penalty for this.
 - You may print a fresh copy of the packet to write on at <https://www.pcsb.org/eastlake-ms>. Alternately, you may create a three-column chart of your own on a Microsoft Word document, type it, and print it.
4. A cover sheet is **NOT NECESSARY**. I don’t need plastic coversheets, folders, fancy images, or anything—just staple your papers together if you have two or more separate pages, making sure to **put your name on each page**.
5. Take care to turn in a neat assignment. It should not be crinkly, folded in half, messy, etc.

Please Note:

- This project is worth a significant portion of your grade for the first quarter—50 points total of both assignment (25%) and assessment (75%) grades. See the rubric below.
- I would encourage you to do a “rough draft” first and then complete your final copies to turn in.
- Titles of novels are *italicized* if typed or underlined if handwritten—but never both and never have quotation marks!

Rubric

ASSIGNMENT GRADES

1. Five Organizer Entries (Anchor and response)	Yes 10				No 0
2. Concrete Details (Well-chosen evidence from the text)	10 9 Exceeds Expectations	8 7 Meets Expectations	6 5 Emerging toward Expectations	4 3 Far below Expectations	2 1 0 Incomplete

ASSESSMENT GRADES

3. Quality/Neatness is Evident; Strong Mechanics, Usage, and Grammar (Strong conventions)	10 9 No errors or one/two easily-fixable errors	8 7 A few errors	6 5 Numerous errors; same errors repeated multiple times; errors are a distraction	4 3 Numerous errors that distract the reader	2 1 0 So many errors that paper is difficult to read
4. Analysis (Meaningful commentary in the right column that shows significant depth of thought)	10 9 Exceeds Expectations	8 7 Meets Expectations	6 5 Emerging toward Expectations	4 3 Far below Expectations	2 1 0 Incomplete
5. WORD! Worksheet	10 9 Exceeds Expectations	8 7 Meets Expectations	6 5 Emerging toward Expectations	4 3 Far below Expectations	2 1 0 Incomplete

Typical Timeframe to Complete

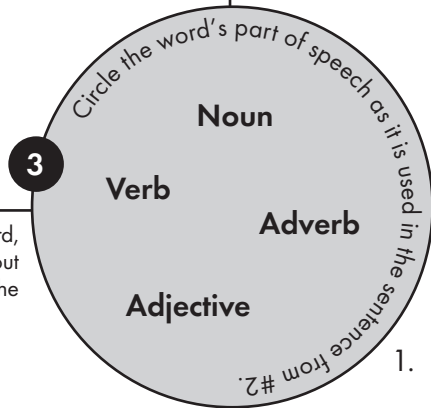
Reading: Approximately 1-2 weeks (factoring in variables such as your speed, how much time per day spent reading, and the amount/quality of notes you’re making as you go).

Written Work Completion: Equivalent to approximately 1 week of class time (Mon + Tues/Thurs or Wed/Fri).

2 Write the full sentence from the reading that includes your word. Don't forget to include the page number. If you need more space, feel free to continue the sentence on the back of this sheet.

4 Using clues from the sentence, take a guess about what the word means. It's okay if you're wrong; I just want you to take a guess.

5 Look up the word in a dictionary and record the definition. This is called the word's **denotation**.



6 Now that you know the actual meaning of the word, what other things come to mind when you think about this word? These extra associations that aren't from the dictionary are called a word's **connotation**.

7 Write two accurate synonyms. Be sure these synonyms are the same part of speech as the word you're learning.

8 Write two accurate antonyms. Be sure these antonyms are the same part of speech as the word you're learning.

1.

2.

9 Write your own sentence correctly using the word. Be sure that it's clear to the reader that you understand the word's meaning. If you need more space, feel free to continue your sentence on the back of this sheet.

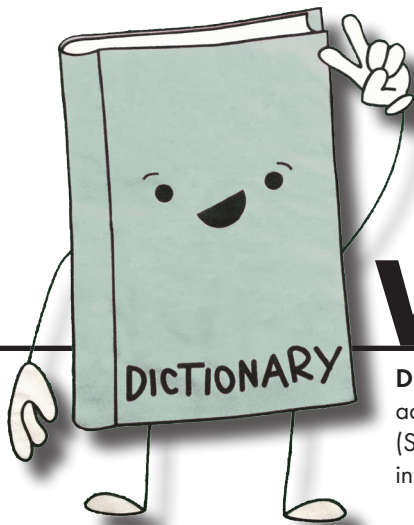
10 Scramble the letters in the word to make three new words. These new words each need to be at least four letters long.

11 Draw a symbol that will help you remember this word.

1.

2.

3.



WORD!

Directions: Looking back over the reading, find a word (noun, verb, adjective, or adverb) that you don't know. Then, follow the steps, completing each task in order. (Sorry, but your word choice cannot be a pronoun, preposition, conjunction, or interjection. You'll see why when you start completing the steps.)

Write the word you chose:

1

Sample from *To Kill a Mockingbird*, ch. 1

2 Write the full sentence from the reading that includes your word. Don't forget to include the page number. If you need more space, feel free to continue the sentence on the back of this sheet.

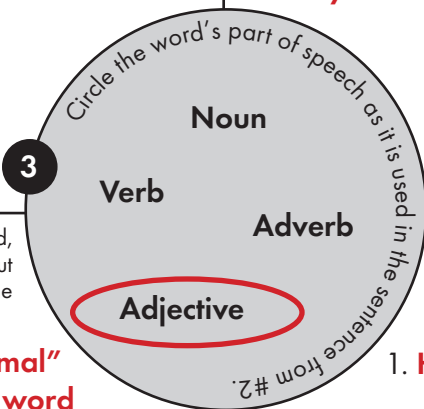
"Inside the house lived a malevolent phantom" (8).

4 Using clues from the sentence, take a guess about what the word means. It's okay if you're wrong; I just want you to take a guess.

Malevolent probably means "bad" or "causing trouble." Everyone seems scared of the Radley house, so it probably has something bad inside.

5 Look up the word in a dictionary and record the definition. This is called the word's **denotation**.

Having or showing a wish to do evil to others.



6 Now that you know the actual meaning of the word, what other things come to mind when you think about this word? These extra associations that aren't from the dictionary are called a word's **connotation**.

In Spanish class, I just found out that "mal" means "bad" in that language, so this word makes me think of villains, like Maleficent from *Sleeping Beauty*. Stormy weather and/or evil people are malevolent. The ending of the word also makes me think of violence.

7 Write two accurate synonyms. Be sure these synonyms are the same part of speech as the word you're learning.

1. Hostile
2. Venomous

8 Write two accurate antonyms. Be sure these antonyms are the same part of speech as the word you're learning.

1. Kind
2. Benevolent

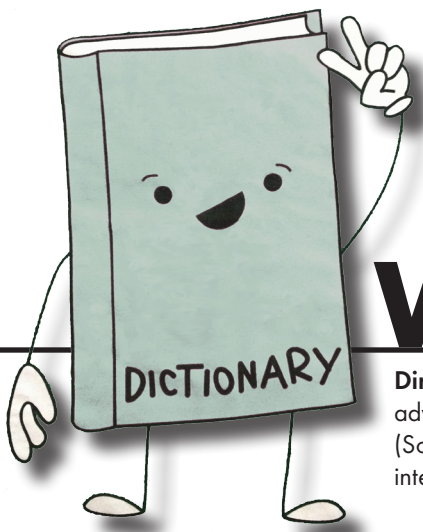
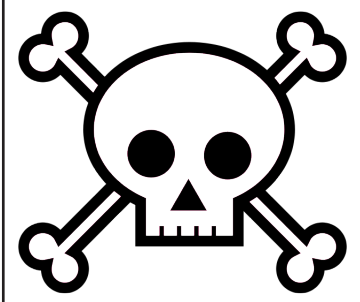
9 Write your own sentence correctly using the word. Be sure that it's clear to the reader that you understand the word's meaning. If you need more space, feel free to continue your sentence on the back of this sheet.

Despite her kind words, the malevolent look in the girl's eyes warned me that she should not be trusted.

10 Scramble the letters in the word to make three new words. These new words each need to be at least four letters long.

1. love
2. level
3. enamel

11 Draw a symbol that will help you remember this word.



WORD!

Directions: Looking back over the reading, find a word (noun, verb, adjective, or adverb) that you don't know. Then, follow the steps, completing each task in order. (Sorry, but your word choice cannot be a pronoun, preposition, conjunction, or interjection. You'll see why when you start completing the steps.)

Write the word you chose:

1 malevolent