

8th Grade Summer Reading Assignment: Mrs. Dobes
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 . This assignment is due **Thursday, August 15th or Friday, August 16th**.



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 is intended for high-achieving students with a serious approach to their studies. Students are expected to be mature readers, with exposure to high school-level texts. There will be more written work, analysis, and homework to complete 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.

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).

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| <p><u>English 1 Honors (Choose One):</u></p> <p><u>I Will Always Write Back</u> Caitlin Alifirenka, Martin Ganda, Liz Welch</p> <p>~OR~</p> <p><u>October Sky</u> Homer Hickam</p> | <p><u>Language Arts 3 Regular/Advanced (Choose One):</u></p> <p><u>Jeremy Fink and the Meaning of Life</u> Wendy Mass</p> <p>~OR~</p> <p><u>October Sky</u> Homer Hickam</p> |
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Step 2: Reaction Paragraph

First, write a thorough reaction paragraph to your favorite part of the book. This is ***not*** a summary. A reaction paragraph tells me your thoughts and feelings about a particular part of the story, why it was your favorite part, and the impact it had on you. This is personal! There is no “minimum number of sentences” required, however, make sure your paragraph is detailed and thorough. (You are in Mrs. Dobes' class, now—so keep that in mind!)

Step 3: Dialectical journal

Using **a number* of pieces of text** throughout the book, complete a dialectical journal.

****English 1 Honors: 10 pieces of text***

****Language Arts 3 Reg/Adv: 8 pieces of text***

Rationale: The dialectical journal is a double-entry note-taking system. It allows you to gauge your own critical thinking and reading process. It offers you the opportunity to interact with and construct meaning of text. The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with your book. The process is meant to help you develop a better understanding of the texts you read and provide direct feedback to yourself and the teacher on your thoughts and understanding.

- As you read, mark/highlight spots in the book that you feel are impactful (I’d recommend Post-It notes or little flag stickies if you borrowed the book). Jot down a quick note about your feelings 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.
- Dialectical journals are not “interpretations” of the text, they are your **conversation** with it. **Do not simply summarize/restate what the author is saying.**
- Simply read, think, and write. **Be sincere in your writing.** Use the suggested questions/ starters below to help you.

Instructions: How to do a Dialectical Journal

1. Create two columns (a 1/3 column on the left, 2/3 on the right).

| Left Side: ANCHOR SIDE | Right Side: REACTION SIDE |
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| <p>Lines from the text that “speak to you.” These are not necessarily quotes from characters, but simply any text that makes you react. . . think. . . take a pause.</p> <p>Include the <u>page number</u> in parentheses after the entry.</p> <p>In MLA formatting, you put quotation marks around the text you chose.</p> <p>The parentheses go <i>after</i> the quotation marks.</p> <p>The period goes <i>after</i> the parentheses. See samples below.</p> | <p>Your comments about the text on the left side. 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? -Words or passages not understood/confusing and why -Words or passages you feel are important to the plot -Connections <ul style="list-style-type: none"> -Text to text: an insight gained through connecting the reading to other familiar texts -Text to self: a personal connection made between the text and your own life experiences -Text to world: a connection between the text and how the world/culture works. This goes beyond just personal experience -Feelings about the ideas, tone, and/or style of the text -Speculation about the significance of images that stand out in the text -Speculation about the theme(s) -Figurative language you think is particularly effective |

Sample Entry This is from the short story “The Jacket” by Gary Soto

| <i>Reference to the Text</i> | <i>Response to the Text</i> |
|---|--|
| <p>“I hurled orange peels at the mouth of an open garbage can, and when the peels were gone I watched the white puffs of my breath thin to nothing” (56).</p> | <p>The mouth of the trash can reflects the image of a monster eating orange peels. When the boy is throwing orange peels into the trash can, I think it symbolizes that the jacket is peeling and that he wants to throw it away.</p> <p>Interestingly, the “breath thin[s] to nothing” is used to show that the boy is watching his life disappear. I feel that even though he can do something about it, he doesn’t. In turn, he is throwing his life away.</p> |
| <p>“Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting” (58).</p> | <p>The personification of the clouds’ faces, “piled up and hurting,” reflects the boy’s mood and view towards the jacket.</p> <p>Life isn’t fair, and the cold sky symbolizes this, and it’s not going to give the boy a break. The cold sky also shows that it is cold outside and that he depends on the jacket to keep him warm, even though he doesn’t want to depend on it.</p> <p>The clouds remind me of a time when I was in a bad mood—mad at my parents. It’s almost like the cloudy day set the stage for the huge fight with my parents about my cell phone.</p> |

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| <p>“I started up the alley and soon slipped into my jacket, that green ugly brother who breathed over my shoulder that day and ever since” (58).</p> | <p>The metaphor and personification of the jacket, “that green ugly brother,” shows that the jacket is ghastly, but like a brother, it can’t be thrown away. I think this will change his life and show that he has given up. The fact that the jacket represents a “brother” shows how important that jacket is to Victory. Maybe it represents poverty? Insecurity?</p> |
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Grading

1. Journals will be evaluated on the quality of your response—so select passages that YOU want to write about.
2. The assignment includes: reading the novel, writing a reaction paragraph, and the 8 (LA3) or 10 (E1H) entries.
3. **Everything should be typed**—size 12 standard font, although I will accept work NEATLY written in **blue or black pen** if no computer is available. 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.
4. A cover sheet is NOT NECESSARY (I don’t need plastic coversheets, folders, fancy images, or anything—just staple your papers together) but your first page must include in the **UPPER RIGHT CORNER**
 - Your first and last name
 - Period

Please Note:

- This project is worth a significant portion of your grade for the first quarter—50 points total of both assignment (20%) and assessment (80%) grades. See the rubric.
- Titles of novels are *italicized* if typed or underlined if handwritten—but never both and do not have “ ” !

Right/Reaction Side Questions & Sentence Starters to Assist You

Optional questions that may help you/you may wish to consider as you read. Your answers would be the responses to the text you selected and go on the right side of your chart.

1. What does the passage mean or suggest to you?
2. Why do you think this is important—to you personally and/or to the whole text?
3. What confuses you about the passage? Why is understanding this passage important to your response to the whole text?
4. How does the passage connect to other ideas in the text?
5. How do you think the author feels about the ideas, events, or characters he/she is presenting?
6. If the passage suggests a problem, what solution(s) might exist?
7. What might have caused the problem?
8. Do the characters remind you of anyone else—in fiction, history, or your own life?
9. What is revealed about the character(s) through this passage?
10. How are the characters’ actions revealed? What do their actions tell you about their motivations?
11. How does this passage relate to other texts you have read?
12. How does this passage relate to your personal experience?
13. What words of art, music, dance, or movie does this passage remind you of? How? How does making this connection help you get more out of the passage?

Sentence Starters

- | | | |
|------------------------------|---|--|
| 1. I wonder | 9. I don't really understand | 17. Why did. . . |
| 2. I began to think of | 10. I disliked it when | 18. How did. . . |
| 3. I suppose that | 11. I think the author intends | 19. I agree with this because |
| 4. I don't see how | 12. I think the author is trying to say | 20. I disagree with this because |
| 5. I like the idea | 13. I am reminded of | 21. This event seems to be important because |
| 6. I noticed that | 14. I can't believe | 22. If I were (character) at this point, I would. |
| 7. I was surprised that/when | 15. If I had been | 23. This part doesn't make sense because |
| 8. It is interesting that | 16. It bothers me when | 24. The use of (figurative language) is significant here because |

Summer Reading Rubric

ASSIGNMENT GRADES

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|---|------------------------------|---|---|---|---|
| 1. Reaction paragraph | 10 9 | 8 7 | 6 5 | 4 3 | 2 1 0 |
| 2. 8 (LA3) or 10 (E1H) Entries (Anchor and response) | Yes 10 | | | | No 0 |
| 3. Quality/Neatness is Evident; Strong Mechanics, Usage, and Grammar (Strong conventions) | 10 9 No noticeable errors | 8 7 A few errors, but not a severe distraction | 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 |

ASSESSMENT GRADES

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|--|------------------------------|---------------------------|-------------------------------------|-------------------------------|---------------------|
| 4. 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 |
| 5. Commentary (Meaningful analysis on the response side 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 |

Typical Timeframe to Complete

Reading: Approximately 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).

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