

2018-2019 Incoming 8th Grade
Advanced English Summer Assignment

Dear Student,

I am so excited that you have signed up to take Celina Junior High's 8th Grade Advanced English class next year. The course is challenging, but I believe your efforts will be rewarded as you prepare for high school. Our goal in class will be to build your confidence as you analyze literature and expand your voice as a writer. I know you are a great student, and I look forward to the fun we'll have as we learn together.

Here is the plan for this summer:

NOVEL

- In response to the best research on literacy, Celina Junior High offers choice summer reading lists. Please choose a book from the selections on the following page and purchase a copy that is free of any annotation marks or notes.

Students must bring a copy of their summer reading book to their current English teacher before May 24, 2018 to be initialed as a verified, clean copy.

ASSIGNMENT

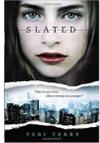
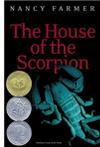
- Read the book from beginning to end and then annotate the novel. Each chapter should be thoroughly annotated. Directions for annotating and a rubric have been included to help guide you. This will be your first major grade of the year.
- Your annotated novel is due at the beginning of class on the first day of school. Any student who does not bring the completed summer assignment on the first day will be moved from advanced to an academic course.
- Come to school prepared to discuss your novel, take a summative test, and complete other assignments.
- Any student who does not show understanding of the coursework for the novel over the first few weeks of school and/or does not show mastery of the previous year's skills will have a teacher/student/parent placement meeting to discuss the rigor of the class and decide the best course of action.

Remember, if you need clarification on the instructions, you can come see me anytime before the school year ends. You may also email me over the summer with questions regarding the assignment.

Sincerely,

Mrs. Bennett
8th Grade English Language Arts and Reading Teacher
Bobcat Bloggers Sponsor
joannabennett@celinaisd.com

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<i>8th Grade Summer Reading Choices</i>		
	TITLE	DESCRIPTION (from Amazon.com)
	<i>Slated</i>** by Teri Terry	Kyla's memory has been erased, her personality wiped blank, her memories lost forever. She's been slated. The government claims that she was a terrorist and they are giving her a second chance—if she plays by their rules. But scenes from the past haunt her, leaving her unsettled. As she and her friend Ben seek answers, Kyla is torn between the need to know more and her instinct for self-preservation.
	<i>Nothing But the Truth</i> by Avi	In this thought-provoking examination of freedom, patriotism, and respect, ninth-grader, Philip Malloy, is kept from joining the track team by his failing grades in English class. Convinced that the teacher just doesn't like him, Philip concocts a plan to get transferred out of her class and ends up in a crisis at the center of the nation's attention.
	<i>The Running Dream</i> by Wendelin Van Draanen	Jessica thinks her life is over when she loses a leg in a car accident. She's not comforted by the news that she'll be able to walk with the help of a prosthetic leg. Who cares about walking when you live to run? As she struggles to cope with crutches and cyborg-like prosthetic, Jessica feels oddly both in the spotlight and invisible. People who don't know what to say, act like she's not there... Which she could handle better if she weren't now keenly aware that she'd done the same thing herself to a girl with Cerebral Palsy named Rosa.
	<i>The House of the Scorpion</i>** by Nancy Farmer	Matteo Alacrán was not born; he was harvested. His DNA came from El Patrón, lord of a country called Opium—a strip of poppy fields lying between the United States and what was once called Mexico. He is a boy now, but most consider him a monster. Matt is threatened and escape is his only chance to survive. But escape from the Alacrán Estate is no guarantee of freedom, because Matt is marked by his difference in ways he doesn't even suspect.
	<i>The False Prince</i> by Jennifer A. Nielsen	War is brewing in the kingdom. Conner, a nobleman of the court, devises a plan to find an impersonator of the king's long-lost son and install him on the throne. Four orphans, including Sage, are recruited to compete for the role. Sage must be chosen to play the prince, or he will be killed. As Sage moves from the rundown orphanage to Conner's palace, layers of deceit unfold. A truth is revealed that may prove more dangerous than the lies.
	<i>And Then There Were None</i>** by Agatha Christie	One of the most famous and beloved mysteries from The Queen of Suspense—Agatha Christie. Ten strangers are lured to an isolated island mansion off the Devon coast by a mysterious "U. N. Owen." Stranded by a violent storm and haunted by a nursery rhyme countdown, they begin to die, one by one. Which among them is the killer and will any of them survive?
	<i>Full Tilt</i>** by Neal Shusterman	Sixteen-year-old Blake and his younger brother, Quinn, are exact opposites. Blake is the responsible member of the family. He constantly has to keep an eye on the fearless Quinn, whose thrill-seeking sometimes goes too far. But the stakes get higher when Blake has to chase Quinn into a bizarre phantom carnival that traps its customers forever.

** Please Note: Books with asterisks may contain mature content because they deal with difficult topics. If you or your parents are uncomfortable with a certain text, please choose another one. Visit www.common SenseMedia.org for reviews and information about possible areas of concern.

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ANNOTATION INSTRUCTIONS

There are many ways to annotate a novel. Some students prefer to use different colored highlighters or pencils to identify various literary elements and details, while others prefer to use “Post-it” notes. If you already have a system, feel free to use it. When your English teacher inspects your book on the first day of school, the teacher will be looking for the level of critical thinking that went into your reading assignment. So, whatever annotation system you use, make sure that your thinking is visible, just like in math--show your work. Showing your work, or annotating, will increase your retention and comprehension of the text, and improve your chances of doing well on assignments and writing projects during the first week of school.

ANNOTATION REQUIREMENTS

To remain in the Advanced English course after the first day of class, the summer assignment must be completed according to the following requirements:

- Anything highlighted, underlined, or marked must have an explanation written next to it. Annotation markings and written commentary should be present throughout the book.
- Write a short summary of important plot events at the end of each chapter. Remember that the plot includes exposition (introduction of the setting and characters), rising action, climax (turning point), falling action, and resolution.
- Give each chapter/section a clever, appropriate title that doesn't give away the ending of the chapter/section.
- Mark words and phrases that describe the personality of the characters. Pay specific attention to each character's physical description, personality, weaknesses, motivation, fears, reactions, interactions, actions, goals, etc.
- Mark descriptions of the setting that are important to the plot.
- Mark unfamiliar words and use context clues and a dictionary to define these words.
- Mark any conflict that occurs with the protagonist (main character) and the type of conflict (man vs. man, man vs. self, man vs. nature, etc.) in each case. Mark who or what is involved in the conflict and how the conflict is resolved.
- Identify any indications of symbolism throughout the book, and identify motifs and themes at the end of the book.
- When you find figurative language, make notes about the author's purpose in using it and your thinking when reading it.
- Mark quotes that are powerful or significant and explain your thinking. What impacted you and why?

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ANNOTATION EXAMPLE

Annotating a Book (Example)

Inside Cover
Keep a list of all characters and a description of each. Write down page numbers to reference key ideas or concepts.

Within the Text
Highlight anything that seems important, significant, memorable, etc.
Circle vocabulary words that you need to look up and provide a synonym in the margin.
Use brackets instead of underlining for especially long passages to reduce clutter.

Write an Open-Ended Question for each chapter. It should be one you might use for a short answer or essay.

Give each chapter a title
Write it at the beginning of each chapter.

Side Margins
Write interpretive notes, questions or remarks that pertain to the meaning of the passage.

At the End of Each Chapter
Write one or two sentences to summarize the plot as it occurred in that chapter.

Portrait of an Artist
Chapter I.
The studio was filled with the rich odour of roses, and when the light summer wind stirred amidst the trees of the garden, there came through the open door the heavy scent of the lilac, or the more delicate perfume of the pink-flowering thorn.
From the corner of the divan of Persian saddle-bags on which he was lying, smoking, as was his custom, innumerable cigarettes, Lord Henry Wotton could just catch the gleam of the honey-sweet and honey-coloured branches of a laburnum whose tremulous

branches seemed hardly able to bear the burden of a beauty so flame-like as theirs; and now and then the fantastic shadows of birds in flight flared across the long tussore silk curtains that were stretched in front of the huge window, producing a kind of momentary Japanese effect, and making him think of those pallid, jade-faced painters of Tokyo who, through the medium of an art that is necessarily immobile, seek to convey swiftness of motion. The sullen murmur of the bees

Fire imagery
Where is this taking place?

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ANNOTATION RUBRIC

<p style="text-align: center;">90-100 (A) Annotation reveals insightful and thorough analysis of the text with accurate and significant information</p>	<p style="text-align: center;">80-89 (B) Annotation reveals a complete analysis of the text with accurate information</p>	<p style="text-align: center;">70-79 (C) Annotation reveals some analysis of the text with accurate information</p>	<p style="text-align: center;">60-69 (D) Annotation little analysis of the text with some accurate information</p>	<p style="text-align: center;">59 & below (F) Incomplete analysis of the text</p>
<p>Identified important plot events at the end of each chapter; renamed each chapter</p> <p>Identified ideas and central themes that are both critical and relevant</p> <p>Identified the author's purpose and/or perspectives on a variety of issues (historical, social, cultural, biographical, etc.)</p> <p>Selected important vocabulary (foreign terms, complex terms, etc.) to better comprehend</p> <p>Documented thoughtful and critical questions, predictions, clarifications, connections of personal importance</p>	<p>Identified plot events at the end of each chapter; renamed each chapter</p> <p>Identified ideas and themes that are relevant</p> <p>Identified the author's purpose and/or perspectives on issues</p> <p>Selected some important vocabulary to further comprehend the text</p> <p>Documented questions, predictions, clarifications, and/or connections of personal importance</p> <p>Consistent frequency of entries throughout most of the assigned text</p>	<p>Identified plot events at the end of some chapters; renamed some chapters</p> <p>Identified some ideas and themes that may be both major and minor</p> <p>Selected some important vocabulary</p> <p>Documented a few questions, predictions, clarifications, and/or connections of personal importance</p> <p>Consistent frequency of entries throughout some of the assigned text</p> <p>Identified literary devices (setting, conflict, metaphor, simile, imagery, personification, symbol, alliteration, etc.);</p>	<p>Identified plot events at the end of few chapters; renamed few chapter</p> <p>Identified few ideas and themes relevant to the text</p> <p>Documented a question, prediction, clarification, and/or connection of personal importance</p> <p>Entries are intermittent</p> <p>Identified some vocabulary of importance</p> <p>Identified few literary devices, elements of style, figurative language</p> <p>Selected no important vocabulary</p>	<p>Very few, if any, plot events identified at the end of chapters; renamed very few, if any, chapter</p> <p>Little, if any, ideas or themes identified</p> <p>Documented no questions, predictions, clarifications, and/or connections of personal importance</p> <p>Identified no literary devices, elements of style, figurative language</p> <p>Identified no vocabulary of importance</p> <p>May have completed haphazardly with little thought or effort</p>

<p>Consistent frequency of entries throughout entire assigned text</p> <p>Identified and thoroughly discussed the importance of significant literary devices (setting, conflict, metaphor, simile, imagery, personification, symbol, alliteration, etc.); labeling and explaining the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)</p>	<p>Identified and generally discussed literary devices (setting, conflict, metaphor, simile, imagery, personification, symbol, alliteration, etc.); labeled the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)</p>	<p>labeled the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)</p>		
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0% (F) = Notes were blatantly copied and/or plagiarized. If notes were plagiarized without accreditation, student may NOT have this grade changed.

*This is the same rubric used in pre-AP and AP English classes at Celina High School.

[Adapted from Mx. Rubino's rubric at:

<http://www.miamiartscharter.net/ourpages/auto/2015/8/23/52571508/AP%20Lang%20Annotation%20Rubric.pdf>]