



8th Grade Summer Reading Instructions

All rising 8th grade students will read two books over the summer. One will be an assigned fiction novel and the other will be a nonfiction book of the student's choice. See below for details and a checklist of the work to be completed on the books.

Fiction:

Advanced 8th grade Language Arts will read *The Book Thief* by Markus Zusak.

Standard 8th grade Language Arts will read *The Boy in the Striped Pajamas* by John Boyne

*Assignments to be completed for fiction novel:

☒ Response to Literature Graphic Organizer for an essay that focuses on

-The Power of Words (*The Book Thief*- Advanced), specifically integrating the Biblical concept of the power of God's words to create and how John describes Jesus as "the Word" (John 1:1).

-Loving your Neighbor (*The Boy in the Striped Pajamas*- Standard), discussing how Bruno's friendship with Shmuel demonstrates Jesus' teaching in Matthew 7:12, often referred to as "the Golden Rule."

☒ Finding Timeless Text

☒ Character Connections

Nonfiction:

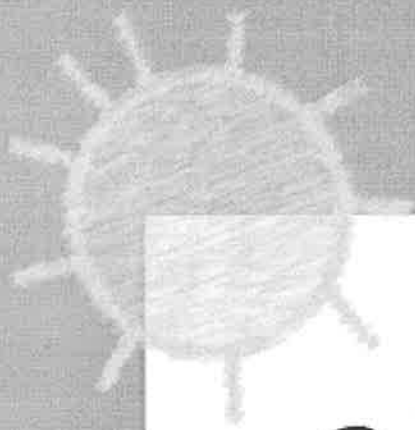
All rising 8th grade students will read one nonfiction book of their choice. It must meet the following criteria:

- The reading level is middle school level or above.
- The book has not been read previously.
- The subject matter of the book is appropriate for school discussions.

Assignment to be completed for nonfiction book:

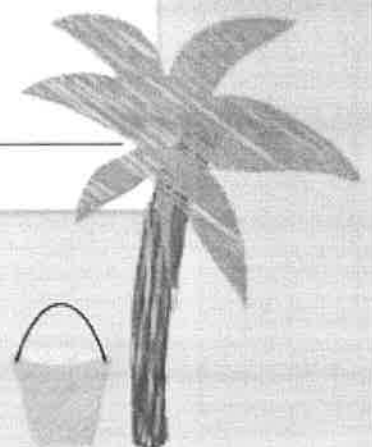
☒ Evidence Tracker

****All summer reading assignments are due on Monday, August 16, 2021.**



SUMMER READING PACKET

This packet belongs to: _____



Name: _____

Date: _____

Evidence Based Writing Format

Directions: Utilize this handout to help you better understand Evidence Based Writing. This handout will also help you as you prepare to write your summer reading essay. On the following pages, you are given an example of a quality essay.

Introductory Paragraph

TAG: The first sentence or two should include a TAG (title, author, genre).

Summary: The next 2-3 sentences should summarize the text you will be writing about.

Claim: The last sentence of your introductory paragraph should be your claim. Essentially, this sentence states your basic answer to the question from the prompt or whatever you are trying to prove.

Body Paragraphs

Premise: The first sentence of each body paragraph should state a REASON that supports your claim.

Evidence: Before you cite your evidence from the text, you must introduce it. Then include facts or details from the text that support your claim.

Justification: This section should be at least 2-3 sentences explaining the evidence that you chose and WHY it supports your claim.

Concluding Sentence: This sentence should summarize and wrap up each body paragraph.

Concluding Paragraph

Restate Your Claim: Using different words from the introductory paragraph, restate your claim.

Summarize Your Evidence: Do not introduce any new evidence here.

Concluding Sentence: Write one final sentence that leaves the reader with no further questions.

Introducing a Quote from the Text

Use introductory words to introduce a quote from the text (include the comma!)
These can include:

- According to the author,
- According to the text,
- The author states,
- The authors illustrates,

Using Proper Quotation Marks and Punctuation

- Quotation marks NEED to come at the beginning and end of the quote.
- The quote must be the EXACT words from the text.
- After the quote, use parentheses to cite the author's last name and page number.
- The period goes after the parentheses.
 - Example: The author describes Harry as having, "a thin face, knobby knees, black hair, and bright green eyes" (Rowling 1).

Name: _____

Date: _____

Response to Literature Graphic Organizer

Summer Reading Assignment

Directions: Feel free to use this graphic organizer to help you prepare for the final version of your essay.

Introductory Paragraph

Write a **TAG** (title, author, genre) or **HOOK** and brief **summary** for the piece you read.

(INDENT) _____

Write a **claim or thesis statement**, stating your answer to the question. Don't say WHY here.

***Everything on this page goes in your introduction paragraph.*

Name: _____

Date: _____

Response to Literature Graphic Organizer

Summer Reading Assignment

Body Paragraph #1

Write the first reason (premise) for your claim or thesis.

(INDENT) _____

Introduce your evidence and include a **quote** from the text that supports your claim. Don't forget quotation marks.

Circle one: According to the text, The author states, The author writes, According to the author,

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

***Everything on this page goes in your first body paragraph.*

Name: _____

Date: _____

Response to Literature Graphic Organizer

Summer Reading Assignment

Body Paragraph #2

Write the **second reason (premise)** for your claim or thesis.

(INDENT) _____

Introduce your evidence and include a **quote** from the text that supports your claim. Don't forget quotation marks.

Circle one: According to the text, The author states, The author writes, According to the author,

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

***Everything on this page goes in your second body paragraph.*

Name: _____

Date: _____

Response to Literature Graphic Organizer

Summer Reading Assignment

Body Paragraph #3

Write the **third reason (premise)** for your claim or thesis.

(INDENT) _____

Introduce your evidence and include a **quote** from the text that supports your claim. Don't forget quotation marks.

Circle one: According to the text, The author states, The author writes, According to the author,

Justify your evidence by writing 2-3 sentences that explain why the quote you chose from the piece of literature supports your claim/premise.

***Everything on this page goes in your third body paragraph.*

Name: _____

Date: _____

Response to Literature Graphic Organizer

Summer Reading Assignment

Conclusion Paragraph

Use a **transition word** to show the reader they have arrived at your conclusion, and then **restate your claim**, trying to use different words than your original claim.

Circle one: In conclusion, Thus, In the end, To conclude, Finally,

(INDENT) _____

Summarize your evidence. Don't introduce any new evidence here. Simply point out one more time how the quote you chose proves your claim is true.

Write a **concluding sentence** that offers the reader some final insight (e.g., a lesson learned).

***Everything on this page goes in your concluding paragraph.*

**** The original essay prompt was: "Based on your reading and discussion of 'Nothing Gold Can Stay,' what do you think Frost's message about impermanence might be?" ****

Robert Dawson

Mrs. Plaine

English 7

10 November 2015

"Nothing Gold Can Stay" Response to Literature

Robert Frost's melancholy, yet inspiring, poem, "Nothing Gold Can Stay" (TAG) holds a somber, yet honest tone toward a universal concept that holds true to everyone. In the poem, the speaker explores the idea of impermanence through the use of nature as an extended metaphor to definitively drive his point home for the reader. (SUMMARY) The speaker wants the reader to gain a deep understanding that nothing in this life lasts forever - that impermanence is an idea and a concept that holds true for everyone at any place in life. And it is through this allusion to impermanence that the reader should also feel a sense of inspiration - one that forces him or her to enjoy the precious moments allotted to humankind while on earth. (CLAIM)

Right from the outset of the poem, (TRANSITION) the speaker makes reference to this notion of impermanence. It is as though the speaker does not want to leave any ambiguity in his words or in what his message is (PREMISE) by immediately proclaiming, (INTRODUCTION OF EVIDENCE) "Nature's first green is gold, / Her hardest hue to hold" (Frost 1-2). (EVIDENCE) Instantly, in these two lines, the speaker has alluded to the fact that this "gold" of nature is the most difficult hue to hold onto. The choice of the term "gold" also forces the reader to ponder that the speaker is making mention of something precious or worth holding on to. However, in this case, this gold hue is something that is transient, and impermanent, something that must be treasured while given the opportunity to. Thus, Frost is imparting on the reader a

vastly important message: that nothing lasts forever, and one must treasure each moment with items or people of precious and important value. **(JUSTIFICATION)**

Most importantly though to Frost's message regarding impermanence. **(TRANSITION)** is when the speaker makes an explicit reference in the poem. **(PREMISE)** The final line of the poem clearly illustrates the mortality of everything in life. **(INTRODUCTION OF EVIDENCE)** "Nothing gold can stay" (Frost 8). **(EVIDENCE)** The word choice here should not go unnoticed. Frost clearly chose to use the term "nothing" to indicate that this impermanence, that the transience of life, becomes inescapable for *everyone* and *everything*. This is an all-encompassing, universal truth regarding life. Despite the somewhat bleak and forlorn message, there is also a positive and hopeful message hidden in the text. One must read this and not feel dejected. Instead, one must read this and use Frost's message as a catalyst to enjoy each fleeting moment in life. To live a life where "carpe diem" oozes through one's pores. In brief, despite the initially perceived sadness of impermanence in this poem, Frost hopes to inspire his readers to live their life to the fullest because truly, nothing gold *can* stay. **(JUSTIFICATION)**

In closing, Frost's message regarding impermanence is that it should not be perceived in a negative, disheartening light. **(RESTATEMENT OF CLAIM)** Instead, coming to understand and grasp this concept of impermanence, allows one to fully immerse himself or herself into life and truly *live* in the moment. **(SUMMARY OF IDEAS)** Because of this underlying allusion to not taking any moment for granted, Frost's message is actually a message of hope and enlightenment, forcing the reader to cherish *everyone* and *everything* that is precious to him or her in this life. **(CONCLUDING THOUGHT)**

Response to Literature Rubric

Performance	Inadequate 1	Developing 2	Adequate 3	Accomplished 4	Mastery 5
Introduction + claim (x2) ____/10	Lacks an introduction and any organizing elements of an introduction; fails to address the claim	Undeveloped introduction with poor or insufficient overview of the texts; weak, unfinished, or puzzling claim	Simple but hackneyed opening; introduction and summary of main texts included; clear claim and simple overview of main points	Convincing opening; vibrant overview of texts; clear, rational claim	Innovative, appealing opening; convincing summary of texts; well-written, detailed, engaging claim
Evidence (x3) ____/15	Evidence is not present in essay	Evidence is broad and may not always be focused on the prompt and claim	Precise evidence with occasional gaps in focus	Substantial and precise evidence; evidence is attentive in supporting the claim; any quotes are unified into body paragraphs	Captivating and evocative evidence that is tightly focused on supporting the claim and premises; evidence/quotes are effortlessly combined with the justification
Justification (x3) ____/15	No justification of examples; pure summary of text	Little or insufficient discussion of meaning of or connection to evidence	Establishes ability to justify and connect evidence, but justification is evident, petty, banal, or vague	Provides thoughtful, strong justification of evidence with occasional lapses	Provides sharp justification that explores profounder meaning between all components
Organization (x1) ____/5	No organizational elements of an essay exist	Inadequate organization; illogical paragraph division	Somewhat clear organization, but body paragraphs and transitions are irregular; conclusion may be missing	Clear organization and logic; decent transitions; nominal irregularity in paragraph focus and structure; conclusion exists, but it is basic	Flawless, rational, engaging organization with methodical development of ideas; sophisticated, lucid transitions; well-structured, concentrated paragraphs; conclusion displays clever synthesis of thoughts
Mechanics and Format (x1) ____/5	Elements of spelling, grammar, and punctuation are misunderstood	Substantial and confusing spelling, grammar, or punctuation errors that sometimes hinder ideas; constant error patterns	Errors in spelling, grammar, or punctuation, but basic ideas are clear; may have one error in formatting	Infrequent, trivial errors in spelling, punctuation, or grammar, but ideas are unblemished; observes the formatting guidelines	Few or no errors in spelling, punctuation, or grammar; varied array of sentence construction and vocabulary; observes the formatting guidelines

____ / 50 Teacher Comments:

____ %

Date: _____

Directions: Find an example of a timeless text from your summer reading book. It can be something a character says, beautiful language the author uses, or something the narrator says that gives information about the theme, characters, or plot of the story. The text you choose should be because you are drawn to the language used or because you have a strong reaction to what is being said. Timeless means that the text goes beyond what's just in the story, that it can be applied to life or maybe even teach us a lesson.

Timeless Text: "

Pause and reflect on the timeless text. What makes it timeless? In other words, why did this particular quote stick with you after reading it? Maybe it holds deeper meaning, and once you write about it, it will help you better understand the text and life! Then, explain why this quote is important to you. Write your thoughts below. You should write at least five sentences.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Name: _____

Date: _____

Timeless Text Artwork

Directions: Now that you've chosen your timeless text and responded to it, draw a picture that depicts that piece of text in action. **Make sure to include the actual quote and title of your book somewhere in your drawing as well.** You can be as creative as you'd like to be with this activity!

TIMELESS TEXT RUBRIC

STUDENT NAME: _____

Timeless Text	Reflection	Academic Vocabulary	Professional Appearance	Visual Depiction
Quote chosen is an example of a timeless piece of text. Includes quotation marks and the page number where the quote can be found.	Reflection is at least 5 total sentences explaining WHY the quote is timeless and WHY the quote is important to you.	Response must include at least three academic vocabulary words AND one of the phrases below to help you write even more. (Highlight or underline them.)	Response must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar.	Drawing encompasses the main theme, idea, or message of the timeless text. Also includes the quote and title of literary work.
Point Value:	Point Value:	Point Value:	Point Value:	Point Value:

TEACHER COMMENTS / FEEDBACK:

Total Score:

TRANSITION WORDS / PHRASES TO HELP YOU WRITE MORE:

- In addition,
- On the other hand,
- For example,
- Similarly,
- Even though,
- Furthermore,
- Most important,
- Above all,

Name: _____ Date: _____

Character Connections

Directions: Write the names of three main characters from your summer reading book in the small boxes below. Include a brief description of each character along with a picture and significant quote that either that character says or someone says about the character (include the page number). On the back page, you will be exploring how each of these characters connects to one another.

Title of Literary Work

Character One:	Character Two:	Character Three:
Picture:	Picture:	Picture:
Description:	Description:	Description:
Quote:	Quote:	Quote:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Date: _____

Character Connections: Going Further

Directions: Now, answer the following questions for each relationship listed below to get you thinking about the deeper aspects of each relationship (don't simply write a fact):

How are the two characters alike? How are they different?

How do the two characters feel about one another?

Are either of the characters interfering with the other's goals or helping them achieve them? How?

What does each character admire most about the other?

What does each character dislike most about the other?

Character One & Character Two:

Character One & Character Three:

Character Two & Character Three:

CHARACTER CONNECTIONS RUBRIC**STUDENT NAME:** _____

Following Directions	Going Further: Character One & Two	Going Further: Character One & Three	Going Further: Character Two & Three	Professional Appearance
Student completed all aspects of the first activity – a picture, description, and quote were all included and thoughtfully done.	Student answers questions thoughtfully and thoroughly, paying close attention to the relationship between the two characters.	Student answers questions thoughtfully and thoroughly, paying close attention to the relationship between the two characters.	Student answers questions thoughtfully and thoroughly, paying close attention to the relationship between the two characters.	Responses must be written neatly in cursive, indented, and include proper spelling, punctuation, and grammar.
Point Value:	Point Value:	Point Value:	Point Value:	Point Value:

TEACHER COMMENTS / FEEDBACK:**Total Score:****TRANSITION WORDS / PHRASES TO HELP YOU WRITE MORE:**

- In addition,
- On the other hand,
- For example,
- Similarly,
- Even though,
- Furthermore,
- Most important,
- Above all,

Name: _____ Date: _____

EVIDENCE Tracker

Directions: Use this graphic organizer to help you track evidence from the informational text you're studying to help you answer the essential question. Make sure to always include the page from the text when using a quote or summarizing a section.

_____ **Title of Text • Author's Name**

Essential Question:			
Answer to EQ (in your own words)	Evidence (quote from text • pg #)	Justify/Analyze/Evaluate	

Name: _____ Date: _____

EVIDENCE Tracker

Directions: Use this graphic organizer to help you track evidence from the informational text you're studying to help you answer the essential question. Make sure to always include the page from the text when using a quote or summarizing a section.

Title of Text • Author's Name

Essential Question:

Answer to EQ (in your own words)	Evidence (quote from text • pg #)	Justify/Analyze/Evaluate

Name: _____ Date: _____

EVIDENCE Tracker

Directions: Use this graphic organizer to help you track evidence from the informational text you're studying to help you answer the essential question. Make sure to always include the page from the text when using a quote or summarizing a section.

SAMPLE RESPONSES

The Sinking Ship by David Benjamin McCormick

Title of Text • Author's Name

Essential Question:

How did the flaws in the design of the Titanic contribute to its demise?

Answer to EQ (in your own words)	Evidence (quote from text • pg #)	Justify/Analyze/Evaluate
Weaker materials were used in the Titanic's construction.	"Using higher caliber steel to make the ship's hull and rivets may have minimized the damage when the Titanic hit the iceberg" (98).	The main body of the ship, including the bottom and sides, could have withstood more force when hitting the iceberg. Had the rivets been made of stronger material, they would have held together parts of the vessel better.
Insufficient testing was done on the completed design to ensure safety.	"The Titanic faced approximately six hours of testing before her first voyage" (99).	The path of the Titanic's pivot as it executed a 360 degree turn was tested, but the ship was never driven at full speed. In addition, a full crew was not present during testing. Had more safety drills been run and more crew trained in accident prevention, the catastrophe may have been avoided.