

Slater Junior High School
Summer Reading 2009
Project PASS - Grade 8 Gold Team

1. Live Writing by Ralph Fletcher
2. Blood on the River by Elisa Carbon
3. A middle-school appropriate *fiction* novel of your choice

Students entering advanced-standing eighth-grade English class will be expected to read the three books listed above and complete the assignments listed below. These assignments will be due the first week of school. Themes that we will focus on throughout the year are relationships, tolerance, diversity, and civic responsibility.

Area bookstores have been notified of the summer reading lists and should be able to accommodate your needs. Don't forget to check with the public library as well. For convenience in obtaining books, try ordering from www.amazon.com. Used books are also available at that site.

If you have questions during the summer regarding the assignments for Live Writing or the novel of your choice, email Mrs. Westgate-Silva at westgate-silvad@psdri.net. If you have questions regarding Blood on the River, email Ms. Paradis at paradisf@psdri.net

Start your reading early! Enjoy your summer! See you in September.

***** All work must be typed or written legibly in black or blue ink.*****

Reading #1: Live Writing: Breathing Life Into Your Words

As you read Live Writing: Breathing Life Into Your Words by Ralph Fletcher, you will focus on the writing craft. Examples sprinkled throughout the text allow the reader to see writing in action. In essence, Fletcher has given you a toolbox to dig into to make your own writing better.

Assignment: You will submit five writing pieces to me, each detailing something you did this summer. Focus on friends, families, events, summer outings, school, hobbies, etc. Each piece should be one to one and a half pages long. I am your audience, and I'm listening for your voice to come through.

Each summer sampler you submit must focus on a specific item in your toolbox. They are 1) characters, 2) voice, 3) setting, 4) leads, and 5) endings. Note on each writing sample the element you are addressing.

Remember, this writing is about you. Do not make up people or events. Take some chances and have fun with this writing. These pieces will be assessed using the attached rubric. These entries will be a good starting place for a writing portfolio that will show your growth throughout the year.

GLEs addressed:

W 8-4: In written narratives, students organize and relate a story line/plot/series of events.

W 8-3: In response to literary or information text, students make and support analytical judgments about text.

W 8-5: Students demonstrate use of narrative strategies.

W 8-9: In independent writing, students demonstrate command of appropriate English conventions.

R 8-7: Demonstrate initial understanding of informational texts (expository and practical texts)

R 8-8: Analyze and interpret informational text, citing evidence as appropriate.

Rubric for Journal Entries

Criteria	Exceeds the Standard 4	Meets the Standard 3	Approaching Standard 2	Below Standard 1
Elements of the Journal Entries	Each entry focuses on one of the five elements and exemplifies understanding of that element. The writing contains numerous and specific details about people, places and events, as well as the writer's thoughts and feelings about them. Transitions make the order of events clear. The writer consistently uses the first person point of view correctly.	Each entry focuses on one of the five elements and exemplifies understanding of that element. The writing contains many details about people, places and events, as well as the writer's thoughts and feelings about them. Transitions are used, although they may be repetitive. The writer uses first person point of view.	Each entry focuses on one of the five elements, although entries need further development in order to show understanding of that element. Some details and transitions are included. There may be some instances of inconsistent point of view.	An entry may be missing, incoherent, or underdeveloped. Work does not show effort and/or understanding of the five elements. There may be many inconsistencies with point of view.
MUGS (Mechanics, Usage, Grammar, and Spelling)	There are few or no errors in mechanics, usage, grammar or spelling.	There are some errors in mechanics, usage, grammar or spelling.	There are several errors in mechanics, usage, grammar or spelling.	Numerous errors are intrusive. Word choice and/or spelling interfere with comprehension.

Reading #2: Blood on the River

As you read Blood on the River, you will focus on the interaction of characters from the two different cultures: the English settlers and the Powhatan Native Americans. The author has written fictional accounts of the first permanent English settlement in North America at Jamestown, Virginia.

Assignment: You will keep a double entry journal for your chosen book. Your journal will have five entries. Fold a piece of paper in half lengthwise. On the left side you will identify five geographic or historic facts, interactions or events that increase your understanding of the development of the Jamestown settlement and the relationship between the English settlers and the Powhatan. On the right you will cite passages from the text to support your observations.

Standards Addressed:

ELA GLEs:

- R 8-4: Initial understanding of literary texts (Identifying or describing character(s), setting, problem/solution, or plots/subplots, as appropriate to text; Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text).
- R 8-5: Analysis and interpretation of literary text, citing evidence (Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots).
- R 8-16: Writing in response to literary text (Providing relevant details to support the connections made or judgments).
- W 8-3: Writing in response to literary text (using specific details and references to text or relevant citations to support focus or judgment).
- W 8-9 Writing conventions

RI Civics and Government GSEs:

- HP 1: History is an account of human activities that is interpretive in nature (Students interpret history as a series of connected events with multiple cause-effect relationships).
- HP 2: History is a chronicle of human activities, diverse peoples, and the societies they form (Students chronicle events and conditions by identifying key events and people of a particular historical era or time period).

National History Standards:

- Era 1, Standards 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.

Rubric for Double Entry Journal for

Blood on the River

Criteria	Exceeds the Standard 4	Meets the Standard 3	Approaching Standard 2	Below Standard 1
Elements of the Journal Entries	Each entry focuses on one element (geographic fact, historical fact, event or interaction). The entries contain rich, specific details about people, interactions, events, or geographic features, demonstrating a clear understanding of the importance and/or contribution of the element to the historic development of Jamestown.	Each entry focuses on one element. The entries contain specific details about people, interactions, events or geographic features. The entries contain specific details about people, interactions, events or geographic features, demonstrating basic understanding of the importance and/or contribution of the element to the development of historic Jamestown.	Each entry attempts to focus on one element. The entries contain some details about people, interactions, events or geographic features. The entries contain some details about people, interactions, events or geographic features, demonstrating some understanding of the importance and/or contribution of the element to the development of historic Jamestown.	An entry may be missing, incoherent, or underdeveloped. Work does not show effort and/or understanding of the importance and/or contribution of the element to the development of historic Jamestown.
MUGS (Mechanics, Usage, Grammar and Spelling)	There are no errors in mechanics, usage, grammar or spelling	There are few errors in mechanics, usage, grammar or spelling.	There several errors in mechanics, usage, grammar or spelling.	Errors in mechanics, usage, grammar and/or spelling are intrusive. Word choice and/or spelling errors interfere with comprehension.

Reading #3: A middle-school appropriate *fiction* novel of your choice

As you read the novel of your choice, think about what the main character learns from his/her experiences and how he/she changes over the course of the novel.

Assignment: There are two parts to this assignment. First, fold a piece of paper in half lengthwise. In the left column, write the main character's name and identify a character trait he/she exhibits at the beginning of the novel. In the right column, cite a passage from the text that shows the character exhibiting the trait you identified. On the back of this paper, do the same thing; however, the trait you identify and the passage you select should exemplify the character's change or growth.

Second, use the information from the first part of this assignment to write a short essay (two or three paragraphs) that analyzes the main character's growth over the course of the novel. Be sure to cite text in your paragraph, explain the context of the citations (i.e., what was happening at that point in the novel), and identify the main events that led to the character's change or growth.

GLEs addressed:

R 8-4: Initial understanding of literary text (identifying changes in character over time)

R 8-5: Analysis and interpretation of literary text, citing evidence (describing characterization...citing thoughts, words, and actions that reveal characters' traits and changes over time)

R 8-16: Generates a personal response (providing relevant details to support judgment)

W 8-3: Writing in response to literary text (using specific details and references to text or relevant citations to support focus or judgment)

W 8-9: Writing conventions

Rubric for Essay - Main character's growth/change

Criteria	Exceeds the Standard 4	Meets the Standard 3	Approaching Standard 2	Below Standard 1
Content	The essay is exceptionally well-developed with many details explaining the main character's change or growth over the course of the novel. Citations support assertion, and the context has been established. Essay is clear and logical and shows evidence of the student's deep understanding of the text.	The essay is well-developed with details explaining the main character's change or growth over the course of the novel. Citations support assertion, and context has been established. Essay is fairly clear and logical and shows evidence of the student's understanding of the text.	The essay may need further development. Attempts have been made to cite text and to explain the context of citations. Some understanding of the text is evident.	Essay is underdeveloped. Weak attempt has been made to support assertions with textual evidence. Context of citations, if provided, may be vague or unclear. It is not clear that the student comprehended the material read.
Citation	The student has chosen appropriate passages to support assertion. They are copied verbatim, enclosed by quotation marks, and the page number is provided. Context of citations is clearly established.	The student has chosen appropriate passages to support assertion. Student has attempted to copy the passage verbatim but errors may exist. Context has been established.	The student may have paraphrased passage instead of citing it, or the citation may not support assertion. Context may be unclear.	Little or no attempt has been made to support assertion with textual evidence.
MUGS (Mechanics, Usage, Grammar, and Spelling)	There are few or no errors in mechanics, usage, grammar or spelling.	There are some errors in mechanics, usage, grammar or spelling.	There are several errors in mechanics, usage, grammar or spelling.	Numerous errors are intrusive.