

# English 8 Advanced



## Summer Assignment

### Rationale for Summer Reading

In the York County School Division, we believe summer reading should empower students to develop an appreciation for reading and enable them to become lifelong readers and learners. The required English summer reading assignment allows students to broaden their scope and knowledge of novels and other literary works, and it provides an opportunity for students to engage in critical thinking and analysis of texts. For students who continue to take advanced courses, summer assignments develop progressively each year.

### Required Summer Reading

York County students enrolled in English 8 Advanced at **Tabb Middle School** for the next school year are required to read (prior to the beginning of school in September) **one full-length work** that has been identified by their school and complete the given assignment.

**Book:** *Gathering Blue* by Lois Lowry

### Summary of the Assignment

During the summer, students will read the assigned book in its entirety and complete the attached graphic organizer. The assignment is due at the beginning of students' first English class in September. Points will be deducted for each day the assignment is late. After three (3) class days, the assignment will not be accepted.

In September, students will complete an in-class writing assignment on the required summer reading book. Students may use their completed graphic organizer during the written assignment. The teacher will announce the structure and tasks associated with the writing assignment in September.

### Evaluation

The summer reading grades will include the following:

- Classwork grade for graphic organizer (completed during summer)
- Classwork grade for in-class writing assignment (completed in September)

### Instructions

The summer assignment is designed to be completed by the student with minimal assistance. Assignments must be students' **original and individual work**. Students should read their assigned book in its entirety and complete the graphic organizer. There are four components included on the graphic organizer: character/personality traits, theme, making connections, and recommendation. The information below dictates how the graphic organizer should be completed in order to receive credit.

#### Character/Personality Traits

Character/personality traits can be defined as the aspects of a character's behavior and/or attitudes that make up the character's personality. Character traits are often shown with descriptive adjectives such as trustworthy, mischievous, or independent. As students read, they should look for three (3) personality traits to describe one of the main characters in the book. On the graphic organizer, students should indicate the name of the character from the book that they are describing indicate three personality traits for the character selected. Students should not list examples of a character's physical traits (i.e. tall, long haired, or muscular). Instead students should identify relevant personality traits and write a paragraph in the corresponding boxes of the graphic organizer describing each trait using textual evidence from the book.

#### Theme

Understanding a story's theme is critical to interpreting an author's message in a piece of writing. The theme of a story is its underlying message or "big idea." The theme of a work may be stated directly or indirectly. Many times, a reader must use information from the text to infer the theme. For this assignment, the teacher has identified the theme of the text on the graphic organizer so that all students may focus their reading on a common theme. As students read, they should look for three (3) examples from the book that support the theme provided. On the graphic organizer, students should describe (in paragraph form) three examples from the book that support the theme. Additionally, students should be sure to explain how each example supports or connects to the theme.

### Making Connections

Readers gain a deeper understanding of a text when they make authentic connections. Readers often draw on prior knowledge and personal experiences to connect with a text. On the graphic organizer, students should identify examples from the book that connect to themselves, other books they have read, and the world.

### Questioning

Questions help readers clarify and deepen their understanding of the text they are reading. For the last part of the graphic organizer, students respond to questions that relate to the book and explain (in paragraph form) their thinking with examples from the book.

### More Information

For copies of the handout and fillable graphic organizer, please visit:

[http://yorkcountyschools.org/parents/studentInfo/summer\\_readingListsEnglish.aspx](http://yorkcountyschools.org/parents/studentInfo/summer_readingListsEnglish.aspx) .

A hard copy of the summer reading assignment is located in the Guidance Department, and it is posted on the school's website under Summer Reading.

For general questions about the summer assignment, please contact: Sharon Owens, TMS Secretary at [sowens@ycsd.york.va.us](mailto:sowens@ycsd.york.va.us) .

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## Summer Reading Rubric



Student Name: \_\_\_\_\_

Criteria	Does Not Meet Expectations	Somewhat Meets Expectations	Meets Expectations	Exceeds Expectations	Score
<b>Character/ Personality Traits</b>	Student included mostly inaccurate information and weak textual evidence. <b>4</b>	Student included both accurate and inaccurate information with vague textual evidence. <b>10</b>	Student included accurate information with general textual evidence. <b>16</b>	Student included accurate, specific information with clearly relatable textual evidence. <b>22</b>	
<b>Theme</b>	Student included mostly inaccurate or weak textual evidence. <b>4</b>	Student included both accurate and inaccurate textual evidence. <b>10</b>	Student included accurate but general textual evidence. <b>16</b>	Student included accurate, specific textual evidence that is clearly relatable. <b>22</b>	
<b>Making Connections</b>	Student included unrelatable connections with weak textual evidence. <b>4</b>	Student included both unrelatable and relatable connections with vague textual evidence. <b>10</b>	Student included relatable connections with general textual evidence. <b>16</b>	Student included specific, clearly relatable connections with accurate textual evidence. <b>22</b>	
<b>Questioning</b>	Student included weak opinions which are supported by invalid or no textual evidence. <b>4</b>	Student included opinions which are supported by both valid and invalid textual evidence. <b>10</b>	Student included personal opinions supported by valid textual evidence. <b>16</b>	Student included clear personal opinions supported by specific and valid textual evidence. <b>22</b>	
<b>Writing Conventions</b>	Student made numerous errors in spelling, capitalization, punctuation, grammar, and mechanics. <b>0</b>	Student made some errors in spelling, capitalization, punctuation, grammar, and mechanics. <b>4</b>	Students made few errors in spelling, capitalization, punctuation, grammar, and mechanics. <b>8</b>	Student used correct spelling, capitalization, punctuation, grammar, and mechanics with no errors. <b>12</b>	
<b>Total score:</b>					_____