



THOMAS EDISON ENERGYSMART CHARTER SCHOOL
8th Grade Language Arts
Summer Reading List
2017-2018

Summer Reading & Writing Packet for Students Entering 8th Grade

Dear Parents/Guardians,

The goal of Thomas Edison EnergySmart Charter School is to assist your child in becoming a lifelong learner. The summer months provide the perfect opportunity to extend and enrich your child's learning experiences. Summer Reading/Writing and Math Packets will help prepare your child for the 2017-18 school year.

All students are expected to read through and follow directions for both Reading/Writing and Math Packets. Packets will be due by September 1, 2017 and will count as 1st marking period project grades in all subjects listed above. Online submission will be available to students who will not be present in school on September 1st. Please consider that ten points will be taken off for each day late. A rubric is also attached which clearly identifies the expectations and grading. Summer packets must be individually stapled.

Please note the following:

- 1 day late, 10 points are taken off
- 2 days late 10 more points are taken off
- 3 or more days late, the grade will be 50%

We thank all parents for their continued support and wish you a happy and healthy summer!

Best,
TEECS Language Arts Department

Read any of the **TWO** following novels and answer all parts of the questions with support from the text. Textual evidence should be a combination of paraphrasing and direct quotes from the text. Each question requires you to write at least one detailed paragraph. Responses should be typed or neatly hand-written.

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic

of 1793 by Jim Murphy Provides an account of the yellow fever epidemic that swept through Philadelphia in 1793, discussing the chaos that erupted when people began evacuating in droves, leaving the city without government, goods, or services, and examining efforts by physicians, the Free African Society, and others to cure and care for the sick.

Artificial Intelligence by Phillip Margulies History of and the quest for artificial intelligence. Discusses the definition of artificial intelligence, the development of "thinking" machines, and what computers may be able to do in the future.

Beyond Jupiter: the Story of Planetary Astronomer Heidi Hammel by Alfred Bortz Presents a look at the life and career of planetary astronomer Heidi Hammel, providing information on her childhood, her education, and her work using the world's most powerful telescopes to study the planets.

Christy by Catherine Marshall In 1912, nineteen-year-old Christy Huddleston leaves her comfortable home to teach in a one-room schoolhouse in an isolated area of the Great Smokies.

The Cold War Pigeon Patrols and Other Animal Spies by Danielle Denega. How animals are used for espionage in a setting that deals with war.

Computer Game Developer by Mary Firestone Presents the history of computer game design, and describes the various types of computer games, the tools of a game designer, and how to become a computer game designer.

Crash by Jerry Spinelli Seventh-grader John "Crash" Coogan has always been comfortable with his tough, aggressive behavior, until his relationship with an unusual Quaker boy and his grandfather's stroke make him consider the meaning of friendship and the importance of family.

Criminal Profiling by Barbara J. Davis Examines the techniques used by law enforcement to create and apply criminal profiles in investigations of violent crime, exploring the origins of profiling, methods, motive, modus operandi, and signature, and discusses real cases.

Edgar Allan Poe: A Biography by Milton Meltzer Examines the troubled life of the nineteenth-century writer whose poetry and short stories broke new ground in American literature.

The Fellowship of the Ring by J.R.R. Tolkien Frodo the hobbit and a band of warriors from the different kingdoms set out to destroy the Ring of Power before the evil Sauron grasps control.

1. Name one **protagonist** in the story and describe his or her character traits. Explain what the character does or says to demonstrate these traits. Include textual evidence to support your answer.
2. Name one **antagonist** in the story and describe his or her character traits. Explain what the character does or says to demonstrate these traits. Include textual evidence to support your answer.
3. Describe in detail the main **setting** of the story (when and where the story takes place). Describe one way that the setting affects the characters. Include textual evidence to support your answer.
4. There are four types of **conflict**: character vs., character, character vs. self, character vs. nature, and character vs. society. Choose TWO important conflicts in the story and for each conflict:
 - a. Identify the type of conflict and the characters involved in the conflict. Include textual evidence to support your answer.
 - b. Describe the conflict in detail using textual evidence to support your answer.
5. A **theme** is a lesson learned about life or human behavior. Identify one theme in the story and choose two examples that demonstrate the theme. Describe those examples in detail using textual evidence to support your ideas about theme.

Essay Assignment: Narrative (approximately 4 to 5 pages, 12 font, Times New Roman)

This essay must be typed as well. It can be your own original story based on a theme observed in one of your books. Note the theme observed at the top of this story and the book that inspired your narrative.

The essay portion of the summer packet will be graded according to the below writing rubric. This rubric is an abbreviated version of the PARCC writing rubric that students will be assessed on this coming school year. **The grade obtained through this rubric will be the Writing Project Grade.**

	Reading Comprehension of Key Ideas & Details	Written Expression: Development of Ideas	Written Expression: Organization	Written Expression: Clarity of Language	Writing Knowledge of Language and Conventions
0	Little to no accurate textual analysis, Little to no comprehension of text ideas.	Inappropriate to the task, purpose, and/or audience.	Lack of coherence, clarity and cohesion.	Inappropriate style; little to no awareness of the writing rules and paragraph organization; little to no precise language.	Little to no command of conventions; frequent and varied errors in grammar and usage; little or no control over language; frequent distracting errors in grammar and usage often impede understanding.

1	Little accurate textual analysis, cited some textual evidence; limited comprehension of ideas expressed in the text(s).	Develops the claims with limited reasoning, details, text-based evidence and/or description; limited appropriateness to task, purpose, and/or audience.	Limited coherence, clarity, &/or cohesion; progression of ideas somewhat unclear.	Style with limited effectiveness; limited awareness of the writing rules and paragraph organization; limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	Limited command of the conventions multiple errors demonstrating minimal control over language; multiple distracting errors sometimes impede understanding.
2	Mostly accurate textual analysis; cited textual evidence; basic comprehension of ideas expressed in the text(s).	Some development of the claims: some reasoning, details, text-based evidence, and/or description; somewhat appropriate to task, purpose, and audience.	Some coherence, clarity, &/or cohesion; introduction, conclusion, and logically grouped ideas; progression of ideas discernible but not obvious.	2. Establishes & maintains mostly effective style; attends to norms & conventions of writing and paragraph organization; uses some precise language, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone and/or domain-specific vocabulary.	2. Inconsistent command of conventions; errors occasionally impede understanding.

3	Accurate textual analysis; cites textual evidence to support the analysis; extensive comprehension of ideas expressed in the text(s).	Effective development of the claim, topic and/or narrative elements; clear reasoning, details, text-based evidence, and/or description; largely appropriate to task, purpose, and audience.	Great deal of coherence, clarity, & cohesion; introduction, conclusion, and a logical progression of ideas; fairly easy to follow progression of ideas.	Establishes & maintains effective style; attends to norms & conventions of writing and paragraph organization; uses mostly precise language, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone, and/or domain-specific vocabulary.	Few distracting errors in grammar and usage; but meaning is clear.
4	Accurate textual analysis; cites convincing textual evidence as support; full comprehension of complex ideas expressed in the text(s).	Effective & comprehensive development of claim/topic/narrative elements; clear and convincing reasoning, details, text-based evidence, and/or description; appropriate to task, purpose, and audience.	Purposeful coherence, clarity, & cohesion; strong introduction, conclusion; logical, well-executed progression of ideas; easy to follow progression of ideas.	Establishes & maintains an effective style; attends to norms & conventions of discipline/writing and paragraph organization; consistently precise language consistently, including descriptive words & phrases, sensory details, linking & transitional words, words to indicate tone, and/or domain-specific vocabulary.	4. Few minor errors in grammar and usage; meaning is clear throughout.

Summer Reading Rubric Grade

Student Name: _____

Each response should be at least one paragraph in length.

	0	0	0	
1. Protagonist Traits Writer provides traits and detailed textual evidence to support response.				
2. Antagonist Traits Writer provides traits and detailed textual evidence to support response.				
3. Setting Writer provides a detailed description of the setting and its impact on the characters.				
4. Conflict Writer describes two conflicts and identifies type of conflict and characters involved for each one.				
5. Theme Writer accurately identifies one theme and provides two examples that demonstrate that theme.				

