May 2018

Dear Parents/Guardians,

Summertime is a fun-filled and exciting time for students, but each year some students fall behind other classmates due to summer reading loss. Oftentimes, families get too busy and forget to include reading into their busy schedules. Research has shown that summer reading loss is cumulative over time. While some struggling students are falling behind, others are moving ahead with their skills, creating a wider gap each year.

By middle school, children who lose reading skills over the summer have accumulated a two-year lag behind their classmates. Students who read regularly receive higher test scores compared to those who do not. Choosing their own reading materials is an important factor in motivating readers, especially those who are struggling. Children and teens are more likely to read when it is something that interests them. Independent reading is essential for students to become better at reading, spelling, and writing. Reading just 4-5 books during the summer may potentially prevent a child from experiencing a reading lapse and help them perform at higher levels next school year.

Summer reading is meant to be enjoyable, and I do not want students to struggle. I want reading to be fun and relaxing. Middle school students entering the eighth grade are required to select **two** novels to read from the Herndon Magnet School 2018 Summer Reading List. The list is compiled of ten Louisiana Young Readers' Choice nominated books for 2019. I understand that many students already enjoy reading and will likely read more than the required two novels. For this reason, I am attaching the summer reading project with instructions on how to join next year's class on Google Classroom. In addition to reading two novels, students must complete the summer project and submit to Google Classroom by August 17, 2018. I know some students would rather complete the project ahead of time and read for pleasure the remainder of the summer- Google Classroom makes this possible. Students may also complete an AR test on summer novels at Herndon on either of the following dates: Thursday, June 14 and/or Thursday, July 12 between 10 AM and 12 PM. Points earned will count toward AR point goals for the first nine weeks. Students may test on other books during this time as well. *Testing early is optional.* Students who do not test early will be required to test on Friday, August 17, 2018.

Allowing students to join Google Classroom and complete their summer project early is something new our English Department is trying this year. We work diligently to set high expectations while still fostering a love of reading. Please sign below that you understand the summer requirements and return by May 17th. Have a safe summer and happy reading!

Sincerely,

Rachel Miller

Eighth Grade English

Eighth Grade English
Summer Reading
Project Requirements and Expectations

First >> Join our Google Classroom for NEXT YEAR!

A copy of all project info will be on Google Classroom.

>>Log in to Google using your .my.caddoschools.org email and password.

>>Click the + in the upper right corner (that means join a class) > Enter your specific class code as follows:

2018-19 8th Grade: 9bg7jc7

>> Eighth grade students must read <u>TWO</u> books from the Summer Reading List on Google Classroom! ☺ But, feel free to read them all! <<

Summer Project>> Write a Literary Analysis Essay comparing the themes of two summer reading novels. I know this sounds very intimidating, but let's break it down here:

Literary Analysis Essay

Theme Comparison >> Remind yourself of theme here: https://www.youtube.com/watch?v=p4qME64SkxM

Good literary analysis essays contain an explanation of your ideas and evidence from the text that supports those ideas. Textual evidence consists of summary, paraphrase, specific details, and direct quotations.

Write an essay comparing and contrasting themes from your two chosen summer novels.

Plot is the events of story; theme is the meaning behind or revealed by story. Theme is sometimes defined as the message or moral of a story, though theme doesn't have to be a moral. Morals that double as theme include these: cheaters never win, honesty wins the day, and good guys finish first.

>Submit to Google Classroom by <u>Friday, August 17th!</u><

>>Be sure to include:

Introduction

Theme analysis for first book

Theme analysis for second book

Compare/Contrast themes

Conclusion

>>Use the Jane Schaffer paragraph model:

Topic Sentence

For example, Concrete Detail (Evidence)

Commentary (Your thoughts & response)

Commentary

In addition, Concrete Detail (Evidence)

Commentary (Your thoughts & response)

Commentary

Concluding Sentence (Wrap it up!)

>>Tips for writing a literary analysis:

- Write in the present tense.
- Normally, keep yourself out of your analysis; in other words, use the third person (no I or you). Avoiding your opinion on the book.
- Avoid summarizing the plot (i.e., retelling the story literally). Instead analyze (form a topic sentence about and explain) the story in literary terms.
- Include a clear topic sentence (also known as a thesis statement) which addresses something meaningful about the literature, often about the theme.
- Use literary terms to discuss your points (i.e., character, theme, setting, rhyme, point of view, alliteration, symbols, imagery, figurative language, protagonist, and so forth).
- Do not confuse characters' (in fiction or drama) or speakers' (in poetry) viewpoints with authors' viewpoints.
- Support your points with quotations and paraphrases, but write the majority of your paper in your own words with your own ideas.

	5	4	3	2	1	0
Theme	Shows a thorough understanding of the theme	Shows a good understanding of the theme or problem	Shows a satisfactory understanding of the theme	Shows limited understanding of the theme	Shows very limited understanding of the theme	Shows no understanding of the theme
Completion of task	Addresses all aspects of the task	Addresses most aspects of the task	Addresses many aspects of the task	Addresses some aspects of the task	Minimally addresses some aspects of the task	Does not address any aspect of the task
Analysis	Shows an excellent ability to analyze, evaluate, compare and/or contrast issues and events	Shows an ability to analyze, evaluate, compare and/or contrast issues and events	Shows an ability to analyze or evaluate issues and events, but not in any depth	Develops a faulty analysis or evaluation of issues and events	Minimally develops a faulty analysis or evaluation of issues and events	Lacks an analysis or evaluation of the issues and events
Detail	Richly supports the theme or problem with relevant facts, examples, and details	Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly	Includes some facts, examples, and details	Includes few accurate or relevant facts, examples, or details	Includes little accurate or relevant facts, examples, or details	Includes no accurate or relevant facts, examples, or details
Organization	Is a well-developed essay, consistently demonstrating a logical and clear plan of organization	Is a well-developed essay, demonstrating a logical and clear plan of organization	Is a satisfactorily developed essay, demonstrating a general plan of organization	Is a poorly organized essay, lacking focus	Demonstrates a major weakness in organization	Lacks focus; no organization
Introduction	Introduces the theme by establishing a framework that is beyond a simple restatement of the task; includes thesis	Introduces the theme by establishing a framework that is beyond a simple restatement of the task	Introduces the theme by repeating the task; includes explanation of theme	Introduces the theme by repeating the task	Introduction is minimal	Fails to introduce the theme
Transitional Sentences	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	A variety of transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are unclear.	The transitions between ideas are unclear.	The transitions between ideas are nonexistent.
Conclusion	Concludes with a summation of the theme that includes vivid illustration of theme through examples	Concludes with a summation of the theme that includes illustration of theme through examples	Concludes with a summation of the theme that refers to examples with some connection	Concludes with a summation of the theme that refers to examples with minimal connection	Conclusion is a basic restatement of theme	Conclusion is nonexistent
Grammar and Punctuation	No errors in grammar or punctuation	1-2 errors in grammar or punctuation	3-4 errors in grammar or punctuation	5-6 errors in grammar or punctuation	Many errors in grammar or punctuation	Very poor grammar and/or punctuation
Spelling	No spelling errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	Many spelling errors	Very poor spelling