

# WAGNER MIDDLE SCHOOL SUMMER READING PROGRAM

## 8<sup>th</sup> Grade Summer Reading Assignment

Read books that you like and that are a comfortable reading level. Not sure what to pick? Check out the titles below for some ideas.

### **Levels T-W**

*Just as Long as We're Together* by Judy Blume, Level T  
*Fire from the Rock* by Sharon Draper, Level V  
*Maniac Magee* by Jerry Spinelli, Level W  
*Slam!* by Walter Dean Myers, Level W

### **Levels X-Z**

*The Diary of Anne Frank*, Level Y  
*Teen Angst? Naah...* by Ned Vizzini, Level Y  
*When I Was Puerto Rican* by Esmeralda Santiago, Level Z  
*Does My Head Look Big In This*, by Radna Abdel-Fattah, Level Z  
*My Sister's Keeper* by Jodi Picoult, Level Z (Note: This book contains mature content)  
*A Long Way Gone* by Ishmael Beah, Level Z+ (Note: this book contains mature content)

In 8th grade, we begin to explore why we are captivated by books we love. Is it the theme or message? Is it the way the author uses words to captivate our imaginations? Is it the development and changes of our favorite character? Is it the structure or suspense?

For **each** of the two books, your challenge is to:

1. Write a summary or synopsis of each book. Make sure to include the main characters, setting information, and the conflict's development (How does it begin? How does it develop? How does it resolve?). (1-2 paragraphs per book)
2. Choose an aspect of each text to investigate further in a **one-paragraph analysis**. Some of the options for text analysis are:
  - Identify and discuss a specific page, paragraph, or moment that drew you in because of the author's craft. For example: you can explore the impact of figurative language, sensory detail, mood, tone, point of view, or development of the plot.
  - What is a message the author is trying to convey? Select at least two ways this is developed in the text. For example, you could examine character, conflicts, motifs, symbols, or another literary technique or element of plot.
  - Evaluate a character's actions. What caused the character to act in a certain way? What would you have done differently?

Each paragraph should be well-structured and include:

- Clear topic sentence that states the option chosen.
- Context (background information about what is happening at the time of your quote---we may not have read the book!)
- At least 2 pieces of evidence to support your thinking
- Analysis of the evidence and how it supports your thinking

Students are encouraged to type their papers, using 12 point Times New Roman font, with a one-inch margin on all sides. The rubric for Grade 8 Informational Essays (based on the Common Core Standard for Informational Writing) is attached for reference

Criteria	4	3	2	1
Topic Sentence	<ul style="list-style-type: none"> <li>Contains a topic sentence that <b>clearly</b> states the <b>focus of the paragraph</b></li> </ul>	<ul style="list-style-type: none"> <li>Includes a topic sentence states the focus of paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts a topic sentence but the claim is not clear</li> </ul>	<ul style="list-style-type: none"> <li>No attempt at a topic sentence or the topic sentence has multiple errors</li> </ul>
Context	<ul style="list-style-type: none"> <li>Provides <b>complete, important context</b> (background info) to help orient the reader about what is being discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some context/background</li> </ul>	<ul style="list-style-type: none"> <li>Attempts some context/background but parts may be incomplete, irrelevant, or inaccurate.</li> </ul>	<ul style="list-style-type: none"> <li>No context; more plot summary than context</li> </ul>
Evidence	<ul style="list-style-type: none"> <li><b>Provides effective, meaningful evidence</b> that <b>MOST strongly</b> supports ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Provides relevant evidence from the text to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The evidence provided is somewhat relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Provides irrelevant evidence or no evidence at all</li> </ul>
Analysis	<ul style="list-style-type: none"> <li><b>Thoroughly explains and analyzes</b> how the evidence proves the claim.</li> </ul>	<ul style="list-style-type: none"> <li>Explains and analyzes how the evidence proves his/her claim</li> </ul>	<ul style="list-style-type: none"> <li>Attempts explanation &amp; analysis but needs more development.</li> </ul>	<ul style="list-style-type: none"> <li>Irrelevant, inaccurate analysis; no attempt made at explanation</li> </ul>
Transitions	<ul style="list-style-type: none"> <li>Paragraph flows smoothly with <b>varied transitions</b></li> </ul>	<ul style="list-style-type: none"> <li>Paragraph flows well with transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of transitions interrupts the flow.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of transitions or inconsistent use affects readability.</li> </ul>