

Summer Reading Learning Packet *for students entering Grade 8*

Purpose

Engaging in active reading over the summer months is one of life's great pleasures! Apart from the sheer joy of delving into new literary worlds, you will also gain some practical skills: developing reading fluency, increasing vocabulary, and understanding someone else's point of view. Most importantly, have fun reading!

Parent Support

- Help your child set reading goals and a timeline, and frequently check in to monitor progress.
- Ask questions and discuss the books that they are reading. Include good questions about the plot, characters, well-written passages, and personal connections.

Student Requirement

All incoming 8th graders must purchase ***Shadow Jumper by J.M.Forster, ISBN: 9780993070907.***

- I. **Active Reading Analysis:** Book/Annotations will be collected 1st Day of School (page 3 of this packet)
- II. **Written Response**
- III. **Review and Practice 8th Grade Vocabulary Word List** (page 2 of this packet)

Please include **the title, author, and date of publication. Write all of your responses in paragraph form.**

1. In one or two handwritten paragraphs describe the main characters. **What makes the characters unique?** Use evidence from the text (quotes) to support your claim.
2. Identify one or two of your **favorite passages** from the book. Try to identify what is it about the writing that makes them pleasing to read.
3. Overall reaction. Did you like it? Discuss any **personal connections** that you made while reading – connections to personal events in your own life or other stories you've read or seen in films.

The Word Up Project teaches students words that they are likely to encounter on high-stakes tests. Flocabulary's research team created these word lists by first compiling words from grade-appropriate novels and basal readers (with an emphasis on Tier 2 words). The researchers then analyzed how often these vocabulary words appeared on state tests. The words that appeared most often are the ones taught in *The Word Up Project*.

This eighth grade vocabulary list was built from an analysis of difficult words that appear in basal readers and other books commonly taught in the 8th grade. Those words were then analyzed to see how often they appeared on English Language Arts State tests given in the eighth, ninth and tenth grades.

The Word Up Project

Flocabulary

WORD LIST - LEVEL BLUE (GRADE 8)

Abet	connoisseur	exemplify	Languish	renown
accord	conscientious	exotic	legendary	revenue
adept	conservative		liberal	rubble
advocate	contagious	Facilitate	loll	rue
agile	conventional	fallacy	lucrative	
allot	convey	fastidious	luminous	Sage
aloof	crucial	feasible		sedative
amiss	crusade	fend	Memoir	serene
analogy	culminate	ferret	mercenary	servile
anarchy		flair	mien	shackle
antics	Deceptive	flustered	millennium	sleek
apprehend	decipher	foreboding	minimize	spontaneous
ardent	decree	forfeit	modify	sporadic
articulate	deface	formidable	muse	stamina
assail	defect	fortify	muster	stance
assimilate	deplore	foster		staple
atrocious	deploy		Onslaught	stint
attribute	desist	Gaunt	ornate	strident
audacious	desolate	gingerly	ovation	sublime
augment	deter	glut	overt	subside
authority	dialect	grapple		succumb
avail	dire	grope	Pang	surpass
avid	discern	gullible	panorama	susceptible
awry	disdain		perspective	swelter
	disgruntled	Haggard	phenomenon	
Balmy	dispatch	haven	pioneer	Tedious
banter	disposition	heritage	pithy	teem
barter	doctrine	hindrance	pivotal	theme
benign	dub	hover	plausible	tirade
bizarre	durable	humane	plunder	tract
blasé			porous	transition
bonanza	Eccentric	Imperative	preposterous	trepidation
bountiful	elite	inaugurate	principal	turbulent
	embargo	incense	prodigy	tycoon
Cache	embark	indifferent	proficient	
capacious	encroach	infinite	profound	Ultimate
caption	endeavor	instill	pseudonym	ungainly
chastise	enhance	institute	pungent	
citadel	enigma	intervene		Vice versa
cite	epoch	intricate	Rankle	vie
clad	era	inventive	rational	vilify
clarify	eventful	inventory	rebuke	voracious
commemorate	evolve	irascible	reception	
component	exceptional		recourse	Wage
concept	excerpt	Jurisdiction	recur	wrangle
confiscate	excruciating		renounce	

Summer Assignment: Active Reading and Annotating

What is Active Reading?

Active reading is a style of reading that requires students to be more engaged with the material at hand. By participating in deeper engagement, students are able to pull more from a text and create deeper connections to it.

What Does Active Reading Look Like?

For this assignment, active reading means ANNOTATING, or interacting with a text through margin notes. Think of these margin notes as having a “conversation” with the text. You can deliberately engage the author by asking questions, stopping to argue, offering a compliment, or seeking to clarify an important issue. This helps a reader engage in a deeper reading, which also develops a lasting understanding of the text.

Annotation Procedures:

1. Your book MAY NOT have previous annotations already written in it
2. You MUST annotate in pen, and it MUST be legible!
3. As you read, interact with the text. Underline important information and quotes that stand out to you, and then add comments explaining WHY those passages struck you as important.
 - a. Ask questions – make predictions – write reactions – have a conversation with the book.
 - b. **BE WARNED!** Highlighting, underlining, or circling BY ITSELF is NOT enough! You must add quality commentary for an annotation to earn credit!

Ways to Annotate:

- Discuss what you think is significant about the book title or chapter titles
- Define unfamiliar words or slang
- Re-write, paraphrase, or summarize a particularly difficult passage or moment.
- Make connections to other parts of the book: predict outcomes, suggest endings, etc.
- Ask questions directly to the author or characters. Identify answers if they occur on later pages!
- Make connections to other texts you've read or seen. This could be movies, comic books/graphic novels, news events, other books, stories, plays, songs, poems, etc.
- Draw a picture when a visual connection is appropriate.
- Make meaningful connections to your own life experiences.
- Identify the author's perspective on a subject; discuss YOUR perspective on it, as well!
- Explain the historical context or traditions/social customs that are used in the passage.
- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using, like symbols, metaphors, etc.
- Identify important conflicts, and note how they shape the story
- Identify themes, or discuss the way a specific scene affects the theme

Summer Reading Learning Packet Rubric (Writing Response)

Directions: Your Written Responses on Shadow Jumper by J.M. Forester, will be graded based on this rubric.

	4	3	2	1
Organization	Written responses are handwritten neatly in paragraph form. Student included the title, author and date of publication. Writing establishes and maintains a clear, logical structure using transitional phrases. Paragraphs are fluid and cohesive.	Writing establishes and maintains a clear structure with few inconsistencies. Writing conveys a mostly clear and logical structure using transitional phrases overall.	Writing establishes basic structure with some inconsistencies. Overall organization, paragraphs and transitional phrases may benefit from further development. Logical structure lacking throughout writing.	Writing does not establish basic structure or contains many inconsistencies. Paragraphs are disorganized, lack transitional phrases and require further development. Logical structure not observed.
Content	All paragraphs are thoroughly supported by relevant and meaningful evidence. Writing is expanded upon using textual evidence.	Most paragraphs and ideas are clearly supported by relevant evidence. Ideas are expanded upon using textual evidence.	Several paragraphs and ideas are not supported by relevant evidence. Ideas are expanded upon using basic elaboration and textual evidence. Student responses need more elaboration.	Most/all paragraphs and ideas are supported by limited or irrelevant evidence. Ideas are expanded on using of limited or ineffective textual evidence. Further development required.
Voice & Purpose	All paragraphs display comprehension of the text. Student uses their own ideas to develop their claims with consideration of the task and purpose.	All paragraphs display comprehension of the text. Student uses their own ideas to develop their claims with consideration of the task and purpose.	Several paragraphs lack fundamental understanding of the text. Student does not use their own ideas or presents limited understanding of the task and purpose.	Most/all paragraphs lack fundamental understanding of the text. Student rarely presents their own ideas or limited understanding of the task and purpose.

Word Choice & Fluency	All paragraphs/word choices incorporate precise language and vocabulary. The choice and placement of words is accurate and establishes a consistently appropriate tone and style.	Most paragraphs/word choices incorporate precise, grade appropriate language and vocabulary. The choice and placement of words is inaccurate at times and/or seems overdone. Overall, the tone establishes a consistently appropriate tone and style.	Several paragraphs/word choices do not incorporate precise, grade appropriate language and vocabulary. Some words are used to communicate clearly, but the writing lacks variety.	Most/all paragraphs incorporate very limited vocabulary. Writing incorporates limited or imprecise language and vocabulary lacking specificity. Word choice does not establish appropriate tone and requires further development.
Sentence Structure, Grammar, Mechanics, & Spelling	All/ the majority of paragraphs are well constructed and have varied structure and length. The student makes no errors in grammar, mechanics, and/or spelling. Citations, if used, are consistent and accurate.	Most paragraphs are well constructed and have varied structure and length. The student makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. Citations, if used, are accurate with few inconsistencies.	Some paragraphs are well constructed, but they have a similar structure and/or length. The student makes several errors in grammar, mechanics, and/or spelling that interfere with understanding. Some Citations, if used, may have some inconsistencies.	Most paragraphs sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. Citations may be missing or misused.
Reviewer's Comments				

Active Reading Rubric

Active Reading - Level 1	Active Reading - Level 2	Active Reading - Level 3
<ul style="list-style-type: none"> • Annotation Marks: <ul style="list-style-type: none"> ○ Very little underlining or only of unfamiliar words. • Written Comments: <ul style="list-style-type: none"> ○ No comments or only simple comments such as “cool”, “wow”, “stupid”. ○ No or few personal connections. • Analysis: <ul style="list-style-type: none"> ○ No indication of student understanding or finding the main idea of the text. ○ No questions written in the margins. 	<ul style="list-style-type: none"> • Annotation Marks: <ul style="list-style-type: none"> ○ Some but limited variety in markings such as underlining, circles, and stars. • Written Comments: <ul style="list-style-type: none"> ○ Comments are a combination of short phrases and words that engagement in the text. ○ Personal connections are evident but limited. • Analysis: <ul style="list-style-type: none"> ○ Evidence of highlighting or underling main idea or focus of the text. ○ Some questions about the text that show curiosity in unknown concepts or statements in text. 	<ul style="list-style-type: none"> • Annotation Marks: <ul style="list-style-type: none"> ○ Variety of marks – underlining, circles, and stars – and each type of mark is used for a specific purpose (underline = key point, circle = unknown word, etc). • Written Comments: <ul style="list-style-type: none"> ○ Comments are insightful and are mostly phrases directed at pieces of the text that relate to the main idea. ○ Relevant connections that add depth to the articles meaning. • Analysis: <ul style="list-style-type: none"> ○ Main idea and supporting examples are clearly underlined or highlighted in the text. ○ Questions written in margins demonstrate connections to prior knowledge of content and are purposeful in discovering deeper meaning of text.