

Mrs. Borden's 2022 Summer Reading Projects

1. Summer reading is important to maintain and hopefully expand literacy development. All 7th & 8th grade students are asked to read and respond accordingly.
2. Students enrolled in **Grade 8 Honors Language Arts** for 2022-2023 are required to read three (3) books and respond to each book with a Double Entry Journal for each novel, as well as a Literary Comparison Essay. Books are listed below.
3. Students enrolled in **Grade 7 or 8 On Track Language Arts** for 2022-2023 are asked to read two (2) books and respond to each book with a Double Entry Journal for each novel, as well as a Letter of Introduction. Books are listed below.
4. All assignments should be typed and brought to class on the first day of school.
5. Instructions for all projects are attached.

<u>8TH GRADE HONORS</u>
<i>Brown Girl Dreaming</i> by Jacqueline Woodson (nonfiction)
<i>Ban This Book</i> by Alan Gratz (fiction)
<i>I Will Always Write Back</i> by Caitlin Alifirenka & Martin Ganda (nonfiction)

<u>8TH GRADE ON TRACK</u>
<i>Legend</i> by Marie Liu (fiction)
<i>I Will Always Write Back</i> by Martin Ganda (nonfiction)

<u>7TH GRADE ON TRACK</u>
<i>Ghost</i> by Jason Reynolds (fiction)
<i>The Boys Who Challenged Hitler</i> by Knud Pederson (nonfiction)

Double Entry Journal for each novel read
For ALL of Mrs. Borden's 7th & 8th Grade students

All of Mrs. Borden's 7th and 8th grade students (On Track and Honors) will be responsible for keeping a double-entry journal for each novel being read. Five entries should be written about the first half of the book and five entries should be written about the second half of the book for a **total of 10 entries per novel**. Each book should have a separate double entry journal. Entries should be typed, printed, and brought to school on the first day of class. Entries should be formatted like the following example:

Passage copied from book	Page number	Personal response/commentary
<p>"I knew that as Safina and I got older, we'd be expected to cook and clean for our brothers. We could become doctors because female patients. But we couldn't become lawyers or engineers, fashion designers or artists – or anything else we dreamed of. And we wouldn't be allowed to go outside our homes without a male relative to accompany us."</p>	<p>18</p>	<p>Wow! I didn't realize how different life in other countries can be. I think it's unfair that girls have limited opportunities and are expected to take care of their brothers. I can't imagine my mother or aunts not being allowed to go outside our home without a male relative to escort them. Life is very different for women in other parts of the world.</p>

If you're having trouble thinking of what to write for your personal responses, try these sentence starters:

- I feel like...
- I wonder why...
- I predict that...
- When the character said, "... " it really struck me because...
- This reminds me of...
- This part surprised me because...
- This part was significant because...

Literary Comparison Essay

For Mrs. Borden's 8th Grade Honors Class

The literary comparison essay's purpose is for students to create meaningful connections between literary works they have read. This essay is designed to mirror the types of essays students will be asked to write during the course of the year and beyond. A literary analysis should be a fully-developed essay that compares one of the summer reading selections to another work of literature – another summer reading selection, something read in the previous year, or additional reading the student has done independently. The literary comparison essay should be typed, printed, and brought to school on the first day of class.

Compare and contrast one of your summer reading novels with an additional novel. You can choose to focus on one or more of the following literary devices:

- Theme
 - Character
 - Conflict
 - Situation/setting
 - Use of figurative language
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- Construct a minimum 3-page, double spaced, MLA-formatted essay that creates an analysis of significant points of comparison between the two novels you have chosen.
 - Your essay should have a title, an introduction with a thesis statement, body paragraphs, and a strong concluding paragraph.
 - Your essay needs to have a minimum of 2 direct quotes from the novels you are speaking about (1 quote from each novel) in proper MLA format.
 - Your paper needs a works cited page that lists both of the novels you used for your essay.

You can refer to this website to help you with MLA format and a citations page:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Letter of Introduction
For ALL of Mrs. Borden's 7 & 8 On Track Classes

Write a letter to me in which you introduce yourself and discuss the books you read for this assignment. See details and requirements below. Letter is due at the beginning of class on the first day of school. Your letter should be typed, printed, and brought to school on the first day of class.

Letter Requirements

- | | |
|---|--|
| <input type="checkbox"/> Date (use August 24, 2022) | <input type="checkbox"/> Body of Letter (5 paragraphs) |
| <input type="checkbox"/> Salutation (Dear Mrs. Borden:) | <input type="checkbox"/> Closing (Sincerely,) |
| <input type="checkbox"/> Letter format is typed | <input type="checkbox"/> Letter has been spell-checked |

Letter Content - 5 paragraphs

Paragraph 1 – Introduce yourself

Include your name (including nickname, if you have one), where you're from, about your family, what you like doing in your spare time, what extracurriculars you're involved in, what you did over the summer, etc.

Paragraph 2 – Introduce your books

Provide a detailed summary of each novel, about 5-8 sentences. A good summary is accurate (no errors), balanced (covers beginning, middle, and end equally), unbiased (not colored by your opinions, just the facts), and original (not plagiarized or copied from the back of the book, no quotes). Prove you read!

Paragraph 3 – Evaluate your books

Identify 3-4 things you liked/didn't like about each of your books. You might choose to focus on the character(s), plot, author's writing style, organization, and/or narrative point of view (just to name a few) and explain why you liked/didn't like each.

Paragraph 4 – Evaluate yourself as a reader

In general, do you like reading? Why or why not? When given the choice, what kinds of books do you prefer to read? How do the summer reading books align with your reading preferences? What are your strengths and weaknesses as a reader?

Paragraph 5 – Conclusion

What are you MOST excited about regarding the upcoming school year? What are you least excited or nervous about? Is there anything else I should know about you?

Name: _____

Double Entry Journal Rubric

	Critical Reader 5	Connected Reader 4	Thoughtful Reader 3	Literal Reader 2	Developing Reader 1
Quotations & Critical Thinking	Detailed & meaningful. Explain the quote in terms of a larger or universal significance, as an aspect of self or life in general.	Less detailed, but still good. Explain the quote in the text and show some ability to make meaning from what you read.	Few good details. Trouble including ideas about the quotation in terms of the context.	Poor, if any details. Rarely includes ideas about the quotation in the written response.	Never includes ideas other than superficial interpretation.
Interpretation	Thoughtful, avoids cliches. Considers different possible interpretations from the selection.	Intelligent, discusses theme. Can explain the general significance of the text beyond the facts.	Vague, unsupported, drawn-out plot summary. Simple, superficial interpretation of the text.	Unable to understand meaning of the story. Doesn't reach obvious connections to the text.	Makes few/no connections, no development.
Literary Elements & Style	Discusses diction, imagery, syntax, etc. and how these contribute to meaning. Shows appreciation for the author's style, draws inferences from figurative language.	Includes literary elements, but doesn't explain how they contribute to meaning. Identifies several aspects of the author's style, analysis supported.	Lists literary elements, but little discussion of meaning. Identifies limited aspects of the author's style.	Few literary elements, almost no discussion of meaning. Disregards the author's style as means to further meaning.	Regards author's style as impediment to further understanding.
Questions & Connections	Insightful, personal connections. Thought-provoking questions.	Some personal connections and/or questions arise from the text.	Few connections, obvious questions. Raises only simple questions/observations about the text.	Few connections, no questions. Sometimes confused by unclear or difficult sections of the text.	No attempt to question.
Coverage & Presentation	Covers text thoroughly. Neat, organized, looks professional, follows directions.	Covers important parts thoroughly. Neat and readable, follows some directions.	Covers most parts, but omits details necessary to make connections. Neat, but hard to read, follows some directions.	Minimal coverage. Neat, but hard to read, doesn't follow directions.	Little if any coverage. Hard to read, doesn't follow directions.

TOTAL					/25
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Essay or Letter Rubric

	Excellent 5	Good 4	Average 3	Fair 2	Poor 1
Ideas	Excels in responding to assignment. Interesting; demonstrates logical progression of ideas. Ideas are clearly communicated. Shows careful reading of novels.	A decent accomplishment, responding appropriately to assignment. Good ideas, but not fully developed. Shows reading of the book.	Responds mostly appropriately to assignment. Some good ideas, but none are fully developed. Shows little reading of the book.	Adequate, but less effective, not responding well to the assignment. Presents ideas in general terms. Shows little to no reading of the book.	Does not respond to the assignment. Reveals only brief skimming of the book.
Organization	Uses a logical structure, appropriate to the assignment. Guides the reader through the chain of reasoning or progression of ideas.	Shows logic in organization. Components show some coherence to a central idea.	Somewhat lacking in logical organization. Shows little coherence to a central idea.	Lacking logical organization. Feels random.	No appreciable organization. Lacks coherence.
Style	Enjoyable & interesting. Reveals the student's personality.	May sometimes be too general. Style is generally clear and focused with a few ineffective moments. Personality comes through most of the time.	Somewhat vague. Style has many awkward or ineffective moments. A little sense of the person behind the assignment.	Too vague. Rather monotonous. No real sense of the person behind the assignment.	Awkward. No sense of authorship.
Mechanics	Almost entirely free of spelling, punctuation, and grammatical errors.	Some spelling, punctuation, and grammatical errors.	Many spelling, punctuation, or grammar errors.	Grammar and mechanics begin to get in the way of comprehension.	Did not even bother to spell check assignment.
Support	Excellent use of material from the novels. Demonstrates references to concepts and theories of the readings.	Mostly uses appropriate reference from the novels.	Sometimes uses appropriate references from the novels. May be lacking in effectiveness.	Often uses generalization to support points; does not draw from the novels.	Lacks supporting evidence. No use of the novels.
TOTAL					/25
PROJECT TOTAL					/50