

Advanced English 8 Summer Reading-Writing Requirement



Reading: All incoming advanced English 8 students should read **TWO** books of your choice.

- For one of your books, complete a “**Summer Reading Guided Reading Assignment.**” This assignment should be completed both while you are reading the book and after you are done.
(For a refresher on Signposts or literary techniques, please see the documents titled “**Signpost Explanation**” and “**Writing Techniques**” on my website.)

To complete this assignment you may:

- Copy and paste the assignment from the AMS website into a Microsoft Word Document or other word processor file. In this method, you can **type** answers directly into the document.
- Print the guided reading assignment and hand-write your responses in the blanks. (Please note that it is required to have a parent affirmation that the book you choose is one you have not read before and is an appropriate reading level for you.)

Quality responses and reflections worthy of an advanced English student will be expected.

This assignment **IS DUE ON THE FIRST DAY OF SCHOOL.** Failure to have this assignment completed may result in your seat in this class being forfeited.

- For your second book, you will be giving a book talk in class during the first week of school. Please see the “**Summer Reading Book Talk**” form for instructions, expectations and rubrics.

(Please note that it is required to have a parent affirmation that the book you choose is one you have not read before and is an appropriate reading level for you.)



Although we will be presenting our book talks over the first few days of school, **YOU SHOULD BE READY TO PRESENT ON THE SECOND DAY OF SCHOOL!** (This will be our first full day.) **Failure to be prepared to present may result in your seat in this class being forfeited.**

Writing: All incoming advanced English 8 students should write **ONE** three-paragraph essay in response to one of the topics below:

- In your opinion, what is the worst war in history?
- In your opinion, what has been the greatest crime against humanity?
- Why are you proud to be American?
- In your opinion, what do you think is the most important invention of all time?



- This work should be typed in MLA format and will be collected on the first day of school. (For a refresher on MLA format guidelines, please see the document titled “**Guidelines for Typed Work**” on my website.)
- Please make use of the “**Summer Writing Rubric**” to ensure you understand the expectations and criteria of this assignment.

Finally, please note that you may disregard any additional eighth grade summer reading lists that may be distributed through school. Those lists are intended for regular English students only. Happy reading and writing this summer! If you have any questions or concerns, please feel free to e-mail me at mary.nofs@avondale.k12.mi.us.

Name _____ Date _____ Hour _____

Guided Reading Assignment

BEFORE reading your book:

- Find the lexile prior to reading the book. It must be 700 or above (or begin with the letters HL if it is below 700). Any book from the classroom bookshelf is also approved.
- Book must be at least 200 pages. Any book from classroom bookshelf is also approved.
- If your book does not meet the above criteria and is not from Mrs. Nofs's bookshelf, you must get permission below **prior to reading** the book:

Mrs. Nofs's signature prior to reading

Date

Book Title _____ **Pages** _____
(200 minimum)

Author _____ **Category** _____

Lexile _____ **according to** _____
(i.e. fab.lexile.com, Scholastic, Mrs. Nofs, etc)

Parent Affirmation: Please sign below to attest to the following:

- I have looked at this book and agree that it is the appropriate reading level based on my child's reading ability.
- To the best of my knowledge, this book is being read as a requirement of this year's advanced English class and **not before**.

Parent Signature

Date

During Reading: Complete the vocabulary, golden nugget, and signposts sections of this form.

| Fantastic/Interesting Vocabulary Usage | Page | Fantastic/Interesting Vocabulary Usage | Page | Fantastic/Interesting Vocabulary Usage | Page |
|--|------|--|------|--|------|
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| <p>“Golden Nuggets” I found along the way: (These are examples of exemplary writing. They can be particularly interesting use of literary techniques, interesting descriptions, or passages that really make the reader think.)</p> | <p>Page</p> | <p>What makes this an example of great writing? (Your job IS NOT to show that you know what a simile, metaphor, etc. are. Instead, what makes this a great use of a simile, metaphor, etc?)</p> |
|--|--------------------|---|
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Looking for Signposts in Literature

(If you want to refresh your memory of signposts, see handout posted on my website)

| Page | Signpost Noticed | Describe or Cite | Question I should ask. | My Response to Question |
|------|------------------|------------------|------------------------|-------------------------|
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Summer Writing Rubric

Writer: _____

| | Points Possible | Points Given |
|---|-----------------|--------------|
| Length: Writing is a <u>minimum</u> of 1 $\frac{1}{2}$ typed pages. | 2 | |
| Format: per MLA guidelines provided for this class | 3 | |
| Title - Strong title properly capitalized/punctuated | 2 | |
| Introduction: | | |
| <ul style="list-style-type: none"> There are at least four sentences that precede the thesis statement. The thesis idea is not revealed early and sentences are not redundant. Not short, choppy sentences. | 4 | |
| <ul style="list-style-type: none"> The last sentence is a strong thesis statement that tells what the rest of the writing is about. | 5 | |
| Paragraph Two: | | |
| <ul style="list-style-type: none"> There is a strong topic sentence | 3 | |
| <ul style="list-style-type: none"> There are at least three ideas in the paragraph AND each idea has multiple sentences giving supporting ideas or examples. | 12 | |
| <ul style="list-style-type: none"> There are at least three quality transitions used here | 6 | |
| <ul style="list-style-type: none"> There is a strong concluding sentence | 3 | |
| Paragraph Three - at least five sentences and repeats the main idea of the spark. Paragraph is not redundant or choppy. | 5 | |
| Total Points: | 45 | /45 |
| GUM's: Number of GUM's counted _____ Deduct $\frac{1}{2}$ point for each mistake. (10 points maximum deduction) | | |
| Final Points: | 45 | /45 |

_____ %

Summer Reading Book Talk

Name _____ Date of Book Talk _____

Book Title _____ Pages _____ (200 minimum)

Author _____ Category _____

Lexile _____ according to _____

(i.e. fab.lexile.com, Scholastic, Mrs. Nofs, etc)

- This book is from the classroom bookshelf. This book is not from the classroom bookshelf.

BEFORE reading your book:

- You must find the lexile prior to reading the book. It must be 700 or above (or begin with the letters HL if it is below 700). Any book from classroom bookshelf is also approved.
- Book must be at least 200 pages. Any book from classroom bookshelf is also approved.
- If your book does not meet the above criteria and is not from Mrs. Nofs's bookshelf, you must get permission prior to reading the book.

Mrs. Nofs's signature prior to reading

Parent Affirmation: Please sign below to attest to the following:

- I have looked at this book and agree that it is the **appropriate reading level** based on my child's reading ability.
- To the best of my knowledge, this book **has been read as a requirement of this year's** advanced English class and not before.

Parent Signature

Date

RUBRIC

| | | |
|-------------------------|--|---------|
| Hook: | Begin with catching the attention of the audience. This might mean it's dramatic, exciting, funny, suspenseful, causes curiosity, etc. Make us want to listen to you! | _____/3 |
| Content: | Book title, author, and book type are included. Not too much is given away here (i.e. no spoilers). It is clear to listeners what you like about this book. | _____/5 |
| Presentation: | Speaking voice is clear, loud, and shows passion and enthusiasm . There are a limited number of "fillers" (umm, like, etc), and eye contact is strong. | _____/5 |
| Quote: | A quote is read slowly, with emphasis and clarity and is cited. Quote is appropriate length (Too short means we can't really experience the author's voice, but too long means we get bored) | _____/3 |
| Visuals: | Presenter has the book to show and at least one other visual is incorporated into presentation and connected. (<u>Effort</u> is evident in this visual) | _____/4 |
| Written Summary: | Summary is quality, detailed writing that demonstrates comprehension of entire book. | _____/5 |
| | Extra Credit for Not Using Notes | _____/2 |
| | Extra credit for donating book | _____/2 |

Total ____/25

When planning your book talk:

- The whole point of a book talk is to share something you have **enjoyed** with others and get them enthused about wanting to read the book too.
- We **do not** want to listen to a dry, boring, clinical evaluation of the book.
- If you present your book talk without any notes, you can earn extra credit.
- If you present a book talk and then donate the book so that others can have access to it, you can also earn extra credit points.
- Make sure to review the rubric, so you are clear of the expectations.
- **On the day of your book talk, you must have a parent signature. If you do not or are unprepared in any other way, you will not be allowed to give your talk. When you do give your book talk, it will be counted as a late assignment. (PARENT EMAILS will not be accepted in lieu of a signature on this form.)**

Your Presentation:

(Aside from the book itself, you will only be allowed **one** index card to write notes on. This index card should be referenced during your presentation but **should not be read from.**)

Step 1: Hold the book. Hold it so kids can see the number of pages and the cover.

Step 2: "Sell" the book

- Have a "hook" to begin your book talk
- Tell us the book title, author, and genre or category of book you are sharing

Note: A category does not have to be a conventional genre. For instance, a book could be categorized as fantasy/adventure, dark fantasy, history/war, resilience, death and dying, courage, love, acceptance, humor, biography/memoir.

- Next, tell us a little bit about the book and what you enjoyed about it. It is important that you are highlighting what you think makes this book a good read. Why should we take the time to read it? Remember, this is just a taste test, so don't go overboard with details. Your goal is to make us want to read the book instead of make us feel like we already read it. Also, don't give any spoilers!

In addition:

- You may want to connect the book to other books, --if you like Death and Dying books, this one is probably for you," or "--all action, fast plot, the kind that makes your heart race," or "--if you like Sherman Alexie, then you'll love Jimmy Santiago Baca."
- You may want to tell your audience whether this book is a mirror, a window, or a door and why.

Step 3: Read a short passage.

It helps to hear a **little bit** of the text for others to see if the narrator's voice appeals to them. Select the passage ahead of time and try to find a place where the action is heated or the prose is breathtaking or the voice comes through with intensity. It is critical that you read this slowly, with emphasis and clarity. **Make sure you cite the page number.** (You can actually have your passage in the beginning, middle, or end of your book talk. DO NOT read too much as it can get boring for the listener.)

