

Name: _____

Grade: _____

Date: _____

Be the change. Lead.

Reading/Literature

Summer Homework Packet

Summer Reading Assignment DUE First Day of School

Dear Class of 2016,

I can't wait for September, when we will get a chance to dive fully into the world of 8th Grade Literature, to strive toward our big goals, and to show our classmates, our teachers, and ourselves what we are all made of! In order for us to be fully prepared, though, we need to be practicing our reading skills over the summer – both our *independent* as well as our *assigned* reading skills. Below you will see the list of items that must be completed by the day we come back together in September:

- **Read 3 independent books on your level.**
- **Write 1 letter on a book (your independent choice) to Mr. Exley. It should include:**
 - 1 paragraph retell (Who, what, when, where, why, how)
 - 3 paragraph response (Using *reading strategies*)
- **Complete 1 literary response essay on one of your other books**
 - This should not be on the same book that you wrote your letter on
 - You should answer one of the prompts (you get to pick which one)
 - Your response essay needs a final copy and an outline (I have attached an outline you could use)
- **Finally, on your last book (not the one you wrote a letter on or the one you wrote a literary response essay) complete the 5 best fiction strategies you know on a chart... (yes like we did in class)**
 - Basic simple chart using any strategy you want
- **Complete attached reading log to track your reading over the summer**

I know what you're thinking: "Three books? A letter, a log, a chart and a paper? That's it?! Wow, that's not that much. Thanks, Mr. Exley!" Still, I'm sure you have some questions. Before you ask, see if they are answered below:

F.A.Q. (Frequently Asked Questions)

Q: *Do I have to read every day?*

A: Yes... and No. You must get through your books, but you can read them at whatever pace you like. However you should read every day... ☺

Q: *So why do we have a reading log?*

A: I want to get a sense of your habits as a reader. As we prepare for high school, we need to reflect on how we go about completing long-term assignments. With an honestly completed log, we can both examine what's good about your reading/work habits, and what we need to work on.

Q: *So what do I write on days when I don't read?*

A: Just draw a line across the area where you would write the title (please don't write anything else).

Q: *OK, so my independent books, I can just read it, answer the questions, and forget it, right?*

A: I wouldn't forget it. You will be taking a comprehension test on the first day of school, checking whether or not you read it (and it will include questions that could not be answered by reading a summary), so make sure you look it over before coming back.

Q: *I see. So what happens if I don't have all or part of this packet done when we return?*

A: In that unlikely scenario, you will immediately lose points of your grade and lose more points every day that it is not turned in. Lets just not do this ☺

Q: *Wow, I'll make sure to get it done. But wait, what if I am having trouble remembering how to write an essay? Or what if there are any other issues?*

A: Never to fear, I am available at any time this summer via email dexley@cathedral-or.org I'll be happy to help you work through any issues you are having.

And with that, I leave you and send you off into what I hope will be a restful, rejuvenating, yet productive summer. I look forward to seeing you in September, and I look forward to seeing all of the wonderful work you've done for me (and yourselves) in the meantime!

All the best!

Mr. Exley

Part I: Independent Reading

[illegible]

😊 Great Job! 😊

Name: _____

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Fiction Strategy Based Chart

Textual Evidence	Strategy	Inference

Prompts for Literary Response Essay

1. Pick a character in the novel that changes or is dynamic. Describe the change in the character and the lessons the character learned throughout the novel. Support your opinion using evidence from the text. Be sure to explain how these lessons caused the character to be dynamic.
2. Pick a theme and trace the development of that theme throughout the novel. Be sure to explain what theme you are analyzing and identify how that theme applies to the characters in the text. How does the idea of the theme change throughout the book? What does this theme mean to the characters at the beginning of the text, the middle, the end? Use examples from the text to support your argument.
3. Identify a character in the text that has unique character traits. Decide whether this character has three distinct character traits, or one main character trait that is presented in three different ways. Explain this trait or these traits and analyze why the author decided to include this character in the book.

All essays **must include:**

At least four quotes/dialogue/descriptions from the text with a minimum of five paragraphs.

1. Your thesis statement should be stated directly in your introduction and be proven throughout your body paragraphs.
2. You must use at least one quotation from the novel in each of the three body paragraphs to support your idea.
3. These quotations must be correctly documented according to MLA guidelines...
4. The paper must be typed in 12-point font and double-spaced.
5. The paper must have a title...do not underline it or put it in quotes.
6. Deductions will be made for the following errors:
 - a. Contractions (except in direct quotations from the story)... they are informal
 - b. 1st and 2nd person pronouns... keep your paper in 3rd person.
 - c. Slang and non-specific words (thing, guy, a lot, kid, etc.) ... also informal
 - d. Grammar, spelling and usage errors
 - e. Typing errors
 - f. Tense shifts ... write in all present or all past tense...be consistent.
 - g. Not underlining or italicizing book titles.
7. All papers must have an outline (sample outline format included in packet) and final draft

Outline for Literary Response Essay

I Hook:

THESIS STATEMENT (WRITE OUT COMPLETELY):

II BODY PARAGRAPH 1 (you need to have at least 2 General Examples per Body Paragraph)

TS: (write out completely)

GE:

SD:

TRANS, GE:

SD:

TRANS, GE:

SD:

TRANS, CS¹:

¹ (REMINDER! THE CS, or CLINCHER STATEMENT, IS A CLEVER RESTATEMENT OF THE TOPIC SENTENCE. IT ALSO REFERS BACK TO THE BIG ARGUMENT YOU MADE IN YOUR THESIS STATEMENT). AVOID INFORMAL LANGUAGE LIKE *THESE ARE*, *THIS IS*, *IT IS*, *THIS SHOWS*. WHAT IS THIS or THESE! BE SPECIFIC AND CLEAR.

III BODY PARAGRAPH 2 (you need to have at least 2 General Examples per Body Paragraph)

TS: (write out completely)

GE:

SD:

TRANS, GE:

SD:

TRANS, GE:

SD:

TRANS, CS²:

² (REMINDER! THE CS, or CLINCHER STATEMENT, IS A CLEVER RESTATEMENT OF THE TOPIC SENTENCE. IT ALSO REFERS BACK TO THE BIG ARGUMENT YOU MADE IN YOUR THESIS STATEMENT). AVOID INFORMAL LANGUAGE LIKE *THESE ARE*, *THIS IS*, *IT IS*, *THIS SHOWS*. WHAT IS THIS or THESE! BE SPECIFIC AND CLEAR.

IV BODY PARAGRAPH 3 (you need to have at least 2 General Examples per Body Paragraph)

TS: (write out completely)

GE:

SD:

TRANS, GE:

SD:

TRANS, GE:

SD:

TRANS, CS³:

V SUMMARIZE THESIS STATEMENT:

FINAL THOUGHTS ON ESSAY:

³ (REMINDER! THE CS, or CLINCHER STATEMENT, IS A CLEVER RESTATEMENT OF THE TOPIC SENTENCE. IT ALSO REFERS BACK TO THE BIG ARGUMENT YOU MADE IN YOUR THESIS STATEMENT). AVOID INFORMAL LANGUAGE LIKE *THESE ARE*, *THIS IS*, *IT IS*, *THIS SHOWS*. WHAT IS THIS or THESE! BE SPECIFIC AND CLEAR.