



Dear Students and Parents,

Happy summer! Your children have read a variety of genres of books and a range of kinds of writing over the past school year. We want all students to maintain their progress by continuing to read and write over the summer. With that in mind, please find attached the information regarding summer assignments for rising 7th and 8th graders at OLV.

We ask that you help us to maintain student achievement throughout the summer months. Please encourage your child to keep up with the reading and writing assignments throughout the summer – trust us, it will be best to not put off all the work until the last week of vacation! Feel free to email us (english@olvschooldc.org) with any questions you may have about assignments.

In addition to the required reading and accompanying assignments, we encourage your child to read for pleasure over the summer. Have them find something they love to read and read it – whether it's a book, newspaper, magazine, or graphic novel.

We hope that you enjoy your break and that reading and writing creep into the summer months ahead! See you at the end of August.

Best,

Mrs. Rahimi & Mrs. Flinton

Summer Reading Assignments

8TH GRADE ó Read one of the WWII/Holocaust-themed choices (listed below)

(1.) Write a **two paragraph** exposition for your book (exposition: setting, characters, and background information). This may require some research into the time, place, mood, and political/social situation of your chosen text. (Cite any outside sources of information using MLA.)

(2.) Choose a character/person from your text to describe, using at least three pieces of text evidence. Your character study should be **one to two paragraphs** in length.

You may choose from one of the following books for which to complete your summer assignment. However, any book on the list makes for a great addition to your summer reading for pleasure!

The Book Thief by Markus Zusak (fiction)

The Diary of a Young Girl by Anne Frank (nonfiction) ó listed by various titles

The Boys in the Boat (Young Reader Edition) by Daniel James Brown (nonfiction)

[25 point reading HW grade – see attached rubric]

7TH GRADE – Read: *Black Potatoes* by Susan Campbell Bartoletti

(1.) Write a **two paragraph** exposition of the book. (exposition: setting, characters, and background information). All of your research for this assignment is available within the text itself.

(2.) Then write a letter or journal entry as if you were an Irish adolescent during the time of the Famine. Your writing must include at least three historical details rooted in the text. This piece should be at **least one page** in length (double spaced) but no more than two pages.

[25 point reading HW grade – see attached rubric]

Summer English Assignments

Both 7th and 8th Grades: Summer in a Can

During the first week of summer, grab an empty can (coffee, Pringles, etc.) or other container to stash little mementos of your summer days away. These can include sea shells, empty sun tan lotion bottles, flowers, cool rocks, tennis balls, postcards of places visited, ticket stubs, etc. Include items that bring vivid images back to mind, but please avoid dead bugs or old food. You will present your memories the first week of school.

You will be graded on your **oral presentation**; be prepared to include plenty of sensory language and detail in your presentation to make your presentation lively and interesting. You should rehearse your presentation at home. Refer to the attached rubric for more details about this English assignment.

[20 point English HW grade – see attached rubric]

****ALL WORK IS DUE THE FIRST DAY OF SCHOOL. WORK SHOULD BE TYPED AND DOUBLE SPACED. (FOLLOW REQUIREMENTS IN THE MIDDLE SCHOOL WRITING GUIDE.)**

****WE, OF COURSE, ENCOURAGE YOU TO READ MORE THAN JUST THE REQUIRED BOOK. FIND SOMETHING YOU LOVE TO READ AND READ IT!**

Scoring Rubric – 8th Grade Reading Assignment

25 points

	5 points	4 points	3 points	2 point
Exposition	Exposition is excellent. It strongly encompasses a wide variety of aspects of the setting and background information to let the reader understand what the book is about. Important characters/ people are thoughtfully discussed	Summary is very good. It encompasses most aspects of the setting and background information, and there is enough detail to let the reader understand what the book is about. Important characters/ people are discussed	Summary is good. It encompasses most aspects of the setting and background information, but there is not enough detail to let the reader understand what the book is about. Important characters/ people are included	There is some exposition, but it is minimal. Exposition is covered in a curser manner. Only part of the exposition is discussed. Important characters/ people may be missing.
Character/ Person Study	Character study is excellent. At least three thoughtfully chosen text details are used to aid the description of a character. A thoughtful claim is made about the character. Supports	Character study is very good. At least three text details are used to aid the description of a character.	Character study is somewhat incomplete. Two text details are used to aid the description of a character.	Character study is incomplete. One or no text details are used to aid the description of a character.
Historical Details	All details included in the exposition are important to the understanding of the book. No unnecessary details are included.	Most details included in the exposition are important to the understanding of the book. Few unnecessary details are included.	Some details included in the exposition are important to the understanding of the book. Some unnecessary details are included.	Few details included in the exposition are important to the understanding of the book. Many unnecessary details are included.
Accuracy	The information conveyed is accurate to a very high degree when checked against the book itself.	The information conveyed is accurate to a high degree when checked against the book itself.	The information conveyed is accurate to a modest degree when checked against the book itself.	The information conveyed is somewhat accurate when checked against the book itself.
Grammar & Writing Conventions	There are little or no errors in spelling or grammar throughout. MSWG guidelines are used to format the assignment.	There are few errors in spelling or grammar throughout. For the most part MSWG guidelines are used to format the assignment	There are some errors in spelling or grammar throughout. Some errors in MSWG guidelines are present in the formatting of the assignment	There are many errors in spelling or grammar throughout. MSWG formatting requirements were not followed.

Scoring Rubric – 7th Grade Reading Assignment

25 points

	5 points	4 points	3 points	2 point
Exposition	Exposition is excellent. It strongly encompasses a wide variety of aspects of the setting and background information to let the reader understand what the book is about. Important characters/ people are thoughtfully discussed	Summary is very good. It encompasses most aspects of the setting and background information, and there is enough detail to let the reader understand what the book is about. Important characters/ people are discussed	Summary is good. It encompasses most aspects of the setting and background information, but there is not enough detail to let the reader understand what the book is about. Important characters/ people are included	There is some exposition, but it is minimal. It seems as though the book was just skimmed, or only part of the book was read. Important characters/ people may be missing.
Letter/ Journal	The letter or journal is excellently written. Student conveys an accurate experience of Irish citizens during the famine and thoughtfully empathizes with their situation.	The letter or journal is well written. Student conveys a mostly accurate experience of Irish citizens during the famine and thoughtfully empathizes with their situation.	The letter or journal is mostly well written. Student conveys a somewhat accurate experience of Irish citizens during the famine and attempts to empathize with their situation.	Thought and effort put into assignment is not apparent. Account of Irish experience during the Famine is not fact-based and does not demonstrate an effort to empathize.
Historical Details	All details included in the letter/journal are important to the understanding of the book. No unnecessary details are included.	Most details included in the letter/journal are important to the understanding of the book. Few unnecessary details are included.	Some details included in the letter/journal are important to the understanding of the book. Some unnecessary details are included.	Few details included in the letter/journal are important to the understanding of the book. Many unnecessary details are included.
Accuracy	The information conveyed in both assignments is accurate to a very high degree when checked against the book itself.	The information conveyed in both assignments is accurate to a high degree when checked against the book itself.	The information conveyed in both assignments is accurate to a modest degree when checked against the book itself.	The information conveyed in both assignments is somewhat accurate when checked against the book itself.
Grammar & Writing Conventions	There are little or no errors in spelling or grammar throughout. MSWG guidelines are used to format the assignment	There are few errors in spelling or grammar throughout. For the most part MSWG guidelines are used to format the assignment	There are some errors in spelling or grammar throughout. Some errors in MSWG guidelines are present in the formatting of the assignment	There are many errors in spelling or grammar throughout. MSWG formatting requirements were not followed.

Scoring Rubric – Summer in a Can Oral Presentation

20 points

	5 points	4 points	3 points	2 point
Objects Chosen	All objects chosen represent separate events/ activities in your summer. You have 5-8 objects in your presentation.	Most objects chosen represent separate events/ activities in your summer. You have slightly too many or few objects in your presentation.	Connections between some of the objects chosen do not clearly connect to events/ activities shared. You have somewhat too many or few objects in your presentation.	Few objects chosen represent the events/ activities shared. You have too many or too few objects in your presentation.
Delivery	Holds attention of entire audience with use of direct eye contact. Speaks with inflection in volume and voice.	Consistent use of eye contact with audience most of the time. Speaks with satisfactory variation of volume and inflection.	Displays minimal eye contact with audience. Speaks in uneven volume or with little to no inflection.	Holds no eye contact with audience. Speaks in low volume and/or monotonous tone.
Content and Organization	Strong detailed explanations and reasons are given for each object. It's apparent that student has an organizational method for the presentation and the student has rehearsed	Mostly strong detailed explanations and reasons are given for each object. It's somewhat apparent that student thought about what s/he would say before the presentation.	Somewhat strong explanations and reasons given for each object. Presentation needed more organization and rehearsal.	Little or no explanations and reasons given for each object. It's not apparent that there is organization to the presentation.
Enthusiasm	Demonstrates strong enthusiasm about the project during the entire presentation.	Shows some enthusiastic feelings about the project during the presentation.	Shows little or mixed feelings about the project during the presentation.	Shows little or no interest or enthusiasm in the project during the presentation.